

BGSU[®]

Stud

School of
Physical Therapy

B O W L I N G G R E E N S T A T E U N I V E R S I T Y



Policies & Procedures Manual 2021-2022

*104 Health and Human Services Building
Bowling Green, Ohio 43403*

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Table of Contents

Updated November 22, 2021	1
FACULTY ACKNOWLEDGEMENT STATEMENT	7
SECTION 1: INTRODUCTION.....	8
1.1 INTRODUCTION.....	8
SECTION 2: MISSION, GOALS, AND OUTCOMES.....	9
2.1 BOWLING GREEN STATE UNIVERSITY MISSION	9
2.2 COLLEGE OF HEALTH AND HUMAN SERVICES MISSION	9
2.3 SCHOOL OF PHYSICAL THERAPY VISION AND MISSION	9
2.3.1 Vision Statement	9
2.3.2 Mission Statement	10
2.4 PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES, & VALUES	10
2.4.1 Program Philosophy	10
2.4.2 Educational Principles	10
2.4.3 BGSU Core Values	12
2.5 GOALS AND EXPECTED OUTCOMES	12
2.5.1 DPT Program Goals and Outcomes	12
2.5.2 Faculty Goals and Outcomes.....	15
2.5.3 Student and Graduate Goals and Outcomes	16
2.6 DOCTOR OF PHYSICAL THERAPY CURRICULUM.....	19
2.6.1 Professional Curriculum Overview.....	19
2.6.2 Curriculum Format, Sequencing, and Integration	19
2.6.3 Curriculum Plan.....	20
2.6.4 Curricular Threads.....	25
2.6.5 Plan of Study (see next page).....	27
2.6.6 Course Delivery and Types.....	29
2.6.7 Semester Planning and Scheduling	30
2.6.8 Academic Calendar (Key Dates) Class of 2024 (see next page)	30
2.6.9 Course Listing by Semester (Order of Appearance in Curriculum).....	33
2.6.10 Course Descriptions.....	35
2.6.11 Curriculum Oversight.....	42
SECTION 3: ADMINISTRATION.....	43
3.1 STAFF JOB DESCRIPTIONS	43
3.1.1 Director of Operations	43
3.1.2 Student Services Coordinator	43
3.1.3 Administrative Assistant	44
3.1.4 Secretary	44
3.2 PROGRAM EXPENDITURES.....	45
3.3 COMPLAINTS/GRIEVANCES.....	45
3.3.1 DPT Faculty, Staff, and Students	45
3.3.2 Complaints/Grievances that Fall Outside of Due Process	47
3.3.3 Non-Retaliation.....	49

3.4	GUEST LECTURERS AND HONORARIA	50
SECTION 4: FACULTY		51
4.1	APPOINTMENTS: RECRUITMENT OF NEW FACULTY	51
4.1.1	DPT Program Searches	51
4.2	APPOINTMENTS: EMPLOYMENT	51
4.2.1	Core Faculty	51
4.2.2	Associated Faculty	51
4.3	ASSOCIATED FACULTY RIGHTS AND PRIVILEGES	52
4.4	CANCELLATION OF CLASSES	52
4.4.1	Onsite Class Cancellation	52
4.4.2	Online Class Cancellation	52
4.5	CLASS HOURS	53
4.6	CLINICAL EDUCATION RESPONSIBILITIES	53
4.6.1	Role of Faculty in Clinical Education	53
4.6.2	Determination of Student Preparedness	55
	Clinical Education Resource Flowchart	58
4.7	CONFIDENTIALITY AND PRIVACY	59
4.7.1	Family Educational Rights and Privacy Act (FERPA)	59
4.7.2	Confidentiality of Student Records	60
4.7.3	Confidentiality/Privacy of Student Counseling & Communications	61
4.7.4	Confidentiality in the posting of grades	61
4.8	FACULTY DUTIES AND WORKLOAD	62
4.8.1	Faculty Duties	62
4.8.2	Faculty Assigned Workload	62
4.8.3	Teaching	63
4.8.4	Service	64
4.8.5	Scholarship	65
4.9	ASSESSMENTS	65
4.9.1	QUIZZES AND EXAMINATIONS	65
4.9.2	PRACTICAL EXAMS AND COMPETENCY SKILL CHECKS	66
4.9.3	OTHER OPPORTUNITIES FOR ASSESSMENT	66
4.10	GRADE REPORTING AND APPEALS	67
4.10.2	School of Physical Therapy Grade Appeal Procedure	68
4.10.3	Graduate Appeals Policies	68
4.11	ASSESSMENT/REMIEDIATION	70
4.12	ACADEMIC AND PROFESSIONAL PROBATION	70
4.13	ACADEMIC WITHDRAWAL	71
4.14	ACADEMIC DISMISSAL	71
4.15	LEAVE OF ABSENCE POLICY	72
4.16	ADVANCED PLACEMENT AND TRANSFER OF CREDIT	73
4.17	GRADUATION REQUIREMENTS	73

4.18	LICENSURE	73
4.19	MEETINGS.....	74
4.19.1	DPT Program Director and Faculty Meetings	74
4.19.2	Associated and Clinical Faculty Involvement.....	74
4.19.3	Faculty Meeting Agenda and Minutes.....	76
4.20	OFF-CAMPUS ACTIVITIES.....	76
4.21	OFFICE SPACE	76
4.21.1	Office email.....	76
4.21.2	On-Campus Office Space	76
4.21.3	Off-Campus Office Space (During Lab Immersions)	76
4.21.4	Home Office Space.....	76
4.22	OFFICE HOURS.....	77
4.23	ORIENTATION	77
4.23.1	Core Faculty	77
4.23.2	Associated Faculty	78
4.24	PERFORMANCE EVALUATION	78
4.24.1	Core Faculty	78
4.24.2	Associated Faculty	112
4.25	PROFESSIONAL DEVELOPMENT	114
4.25.1	Faculty Mentorship	114
4.25.2	Institutional In-services and Training	114
4.25.3	Continuing Education.....	114
4.26	RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES	115
4.27	STUDENT ADVISEMENT	120
4.27.1	Academic Coaching Program.....	120
4.27.2	Academic and Professional Probation	122
4.27.3	BGSU Student Services	122
4.28	STUDENT AFFAIRS AT BGSU	122
4.29	ACCESSIBILITY SERVICES	123
4.30	FALCON HEALTH CENTER	123
4.31	BGSU COUNSELING CENTER.....	124
4.32	LEARNING COMMONS.....	125
4.33	SERVICES.....	125
4.33.1	THE WRITING CENTER.....	125
4.33.2	MATH & STATISTICS.....	125
4.33.3	ACADEMIC COACHING	125
4.33.4	THE FALCON LEARNING YOUR WAY (FLY) PROGRAM	126
4.34	DIVERSITY & BELONGING.....	126
4.34.1	OFFICE OF MULTICULTURAL AFFAIRS.....	126
4.34.2	CENTER FOR WOMEN AND GENDER EQUITY	126
4.34.3	CENTER FOR VIOLENCE PREVENTION AND EDUCATION	127
4.34.4	LGBTQ+ RESOURCE CENTER	127
4.34.5	TITLE IX.....	127

4.35	INFORMATION TECHNOLOGY SERVICES (ITS)	127
4.36	LIBRARY	128
4.37	ACCESSPHYSIOTHERAPY	129
4.38	REGISTRATION AND RECORDS	129
4.39	BURSAR	129
4.40	FINANCIAL AID AND SCHOLARSHIPS	130
4.41	OFFICE OF PARENT, FAMILY AND NEW STUDENT CONNECTIONS	130
4.42	BOWLING GREEN STATE UNIVERSITY DEPARTMENT OF PUBLIC SAFETY	130
4.42.1	BGSU POLICE DEPARTMENT	130
4.43	Student Workload	131
	STUDENT WORKLOAD	133
4.44	DEFINITIONS OF ACADEMIC HONESTY VIOLATIONS	135
4.44.1	CHEATING	135
4.44.2	FORGERY	135
4.44.3	BRIBERY/THREATS.....	135
4.44.4	FABRICATION	135
4.44.5	PLAGIARISM	135
4.44.6	FACILITATING ACADEMIC DISHONESTY.....	135
4.45	DPT PROCESS AND PENALTIES	135
4.46	Student Feedback	136
4.47	STUDENT ATTENDANCE	136
4.47.1	EXCUSED ABSENCES.....	137
4.47.2	ONLINE COURSES.....	137
4.47.3	ONSITE LAB IMMERSIONS.....	137
4.47.4	CLINICAL EDUCATION EXPERIENCES.....	138
4.48	TECHNOLOGY AND INFORMATION SECURITY	138
4.48.1	USE OF INNOVATIVE TECHNOLOGY.....	138
4.49	PROFESSIONAL CONDUCT	140
4.49.1	PROFESSIONAL CONDUCT CONCERNS	141
4.49.2	PROFESSIONAL CONDUCT VIOLATIONS.....	141
4.49.3	OUTCOMES	141
	SECTION 5: FACULTY GOVERNANCE	142
5.1	LEADERSHIP ROLES AND RESPONSIBILITIES	142
5.1.1	Program Director.....	142
5.1.2	Director of Admissions	142
5.1.3	Director of Clinical Education.....	142
5.1.4	Director of Curriculum	142
5.1.5	Director of Research & Faculty Development.....	143
5.1.6	Director of Student Affairs	143
5.1.7	Director of Diversity & Belonging	143
5.2	DPT PROGRAM COMMITTEES	143
5.2.1	Standing: Committee of the Whole (DPT Core Faculty)	143

5.2.2	Standing: Oversight Committee (Directors).....	144
5.2.3	Standing: Public Advisory Committee (PAC).....	145
5.2.4	Standing: Admissions Committee (AC).....	146
5.2.5	Standing: Curriculum Committee (CC).....	147
5.2.6	Standing: Academic Standards and Progression Committee (ASPC).....	148
5.2.7	Ad Hoc Committees (Including Review and Appeal).....	150
SECTION 6: PROGRAM ASSESSMENT AND STRATEGIC PLANNING.....		151
6.1	PROGRAM ASSESSMENT.....	151
6.1.1	Program Learning Outcomes (PLO).....	151
6.1.2	The Assessment Plan.....	152
6.1.3	Program Assessment Activities.....	152
6.2	STRATEGIC PLANNING.....	153
SECTION 7: SAFETY AND SECURITY.....		155
7.1	SAFETY AND SECURITY.....	155
SECTION 8: RECRUITMENT, ADMISSIONS, APPLICATION PROCESS.....		156
9.1	RECRUITMENT.....	156
9.2	ADMISSIONS.....	157
9.3	APPLICATION PROCESS.....	157
	Academic/Cognitive Admissions Criteria.....	158
	Prerequisites.....	159
9.4	APPLICATION REVIEW.....	159
9.5	Cohort Size/Strategies to Prevent Over-Enrollment.....	162
SECTION 9: BGSU POLICIES*.....		163
9.1	EQUAL OPPORTUNITY AND NON-DISCRIMINATION STATEMENTS, HARASSMENT POLICY..	163
9.1.1	Equal Opportunity Statement.....	163
9.1.2	Non-Discrimination Statement.....	163
9.1.3	Harassment Policy.....	163
Appendices.....		165
1.1	Faculty Professional Development Policy.....	165

FACULTY ACKNOWLEDGEMENT STATEMENT

As a core faculty member in the Bowling Green State University School of Physical Therapy, I understand that it is my responsibility to read and review the DPT Policies and Procedures Manual. Furthermore, I acknowledge that it is my responsibility to stay current with the policies and procedures presented in this manual and in the BGSU [College of Health and Human Services Faculty Handbook](#). I know where to locate an electronic version of the DPT Policies and Procedures Manual and the BGSU College of Health and Human Services Faculty Handbook on the shared faculty site in Canvas.

Faculty Signature Date

My signature above demonstrates my acknowledgement that I received and read a copy of the DPT Policies and Procedures Manual and BGSU College of Health and Human Services Faculty Handbook. I was given the opportunity to ask questions regarding the content and how it applies to me.

SECTION 1: INTRODUCTION

1.1 INTRODUCTION

This Policy and Procedure Manual is a compilation of policies developed by the Doctor of Physical Therapy program (DPT) to support the graduate faculty and the purview that governs the day-to-day operations of the DPT Program. These policies assist in complying with the policies and guidelines of Bowling Green State University, the [Higher Learning Commission \(HLC\)](#), and the [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#).

This manual is a dynamic document. Individual policies will be modified or added based on identified needs within the program or in the case of revision of college, university or accrediting body policies. Modifications or additions may be brought before the faculty at any time. As the governing body of the Program, DPT core faculty will vote on any additions, deletions, or modifications to this manual during regularly scheduled or special faculty meetings.

Please note this manual contains policies for the administration of the DPT Program. Please refer to BGSU [Faculty Affairs](#) and the BGSU [Office of Human Resources](#) for campus-wide policies related to employment, employment status, payroll, work conditions, leaves of absence, employee conduct, and other policies that affect all employees of Bowling Green State University.

This manual is reviewed at least annually by the DPT Oversight Committee (Directors) as well as other pertinent committees with potential referrals for policy changes or creation to the program director and the DPT Core Faculty (Committee of the Whole).

Student Preparation for Professional Licensure:

Effective July 1, 2020, the program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following:

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

SECTION 2: MISSION, GOALS, AND OUTCOMES

2.1 BOWLING GREEN STATE UNIVERSITY MISSION

Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders, and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

2.2 COLLEGE OF HEALTH AND HUMAN SERVICES MISSION

The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities.

2.3 SCHOOL OF PHYSICAL THERAPY VISION AND MISSION

2.3.1 *Vision Statement*

The Doctor of Physical Therapy program strives to give each student the opportunity to transform a life by:

Objective 1: COMPETENCE – Ensuring each graduate achieves entry-level competence in all areas of Physical Therapy, enhancing the value of their degree.

Objective 2: INNOVATION – Utilizing a hybrid-accelerated learning model to address the needs of post-traditional students and those desiring to remain in and support their rural or urban communities.

Objective 3: APPLICATION – Designing experiential learning opportunities that engage students and progressively build clinical reasoning skills through application of the content learned in the didactic portion of the curriculum.

Objective 4: RESEARCH – Supporting faculty and students in engaging in research and creative activities that inspire critical inquiry and serve the public good and Physical Therapy profession.

Objective 5: INCLUSION – Contributing to a BGSU culture that values diversity and belonging by decreasing the barriers of access to professional education.

Objective 6: COLLABORATION – Developing partnerships with other hybrid DPT programs and foster interprofessional collaboration to contribute to the highest

quality curriculum, and work towards standardizing the education of physical therapists in the United States.

2.3.2 Mission Statement

To develop Doctors of Physical Therapy who are able to create positive change in the lives of their patients and communities.

2.4 PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES, & VALUES

2.4.1 Program Philosophy

The DPT program at BGSU delivers an innovative, evidence-based, and student-centered curriculum. Best practices in hybrid education, including flipped-classroom pedagogy, are utilized to provide students with the requisite knowledge, skills, and abilities to become licensed physical therapists while also emphasizing clinical reasoning development from the onset of the program. Immersive lab sessions and clinical education experiences afford students the opportunities to further their clinical reasoning skills and prepare for clinical practice through application of the content learned in the didactic portion of the curriculum. The accelerated, hybrid model of the program improves access to physical therapy education, increases flexibility for traditional and nontraditional learners, and enhances the quality of student engagement. Faculty facilitate student success through individualized coaching, modeled clinical and scholarly excellence, and steadfast professionalism. Students and faculty in the BGSU DPT program are collaborative, professional, scholarly, engaged, reflective, and committed to the service of their community and the profession.

2.4.2 Educational Principles

Clinical Reasoning

High stakes reasoning and decision-making processes founded in cognitive and metacognitive processes utilized for analyzing knowledge relative to a clinical situation or specific patient. Incorporation of the principles underlying clinical reasoning shall be woven throughout all aspects of the curriculum. These principles shall be explicitly stated in the design and content of each course; they shall be implicitly stated in the faculty's behavior as role models through their incorporation of their research and clinical practice experiences into the classroom setting.

Faculty-Student Relationship

A strong, collaborative, and mutually respectful relationship between faculty members and students is imperative for education. Education is an active, continuous, cooperative process that must meet student needs and faculty objectives. Learning is a developmental process in which the student is ultimately responsible for the acquisition and synthesis of knowledge. The program's blended and accelerated model requires students to take a leadership role in

their learning. Faculty members serve as skilled facilitators in this process, guiding students in self-discovery and the acquisition of knowledge. Faculty members provide encouragement and reinforcement to the student throughout this process.

Active Learning and Engagement

Education must be student-centered, where students are actively involved in the teaching and learning process to develop a spirit of inquiry. Learning activities in online, lab, and clinical settings are designed to engage students. Interactive discussions both online and during immersion labs encourage clinical reasoning and promote the sharing of thoughts and ideas. Collaborative learning is encouraged whereby students help each other in knowledge acquisition, idea sharing, innovative thinking, and skill development.

Sequential Building Blocks

Effective learning builds upon student knowledge and experiences to improve comprehension and skill development. This concept is applied internally to courses as content and learning objectives progress from foundational and factual to complex and conceptual. The overall curriculum design sequences the courses in a logical, sequenced progression from foundational to applied to clinical management. While sequenced, the curriculum recognizes the need for repetition in learning. Important concepts are taught multiple times in a variety of settings to solidify learning.

Motivational and Relevant

Students learn best when they are motivated to learn, and the best way to stimulate motivation is to make learning clinically oriented and professionally relevant. Using an evidence-based approach, students learn foundational and applied science content that is immediately applicable to clinical management pieces and necessary for developing best practice entry-level skills. Faculty members create opportunities for “teachable moments” in online, lab, and clinical learning activities to motivate students and provide connections between didactic content and clinical practice.

Self-Reflection

Learning is enhanced when students engage in frequent, intentional self-reflection. Students develop the skills to become mindful and reflective practitioners, skills that will be modeled by faculty members, and encouraged by students during the learning process. Students are provided opportunities for self-assessment and reflection during the program.

Practical Application

Practical application is a concept that encompasses and facilitates content

relevancy, student motivation, and active engagement. Practical application is accomplished during online case presentations, in immersive labs, and, most importantly during clinical education. These opportunities are well-timed during courses and the curriculum to verify student understanding and skill development and contribute to the student's confidence and competence.

2.4.3 BGSU Core Values

In addition to the School of Physical Therapy Mission and Vision, BGSU has established Core Values to which the University adheres. These established University values will reflect the commitment of the DPT Program in fostering the APTA Core Values within students:

- Intellectual and Personal Growth
- Creativity, Innovation and Entrepreneurism
- Diversity and Inclusion
- Collaboration with Each Other and our Partners
- Excellence in All We Do

The DPT Program's core professional values as established by the APTA include accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility and encompass our expectations for professional behaviors in both physical therapy education and practice.

Likewise, the DPT Program's ethical values are delineated in the Code of Ethics for the Physical Therapist (APTA) and serve as the foundation for ethically informed problem solving and decision-making. We will work diligently to model and instill these values in our students and hold them accountable for demonstrable professional behaviors in academic, clinical, and professional environments.

These values and attitudes provide the basis for interacting with patients, colleagues, and communities and are the stimuli for lifelong learning and contribution to the physical therapy profession.

2.5 GOALS AND EXPECTED OUTCOMES

The BGSU School of Physical Therapy and Doctor of Physical Therapy program embraces the core values of the physical therapy profession and aligns with the mission of both BGSU and the College of Health and Human Services. In support of that mission, the following goals have been established for the program, the faculty, the students and the graduates.

2.5.1 DPT Program Goals and Outcomes

Goal – Program 1.0: To meet the demand for a diverse physical therapist workforce, the program will select a cohort of students reflective of local, regional and national demographics.

Outcomes:

(1.01) Enroll students who are representative of the local, regional, and U.S. population demographics.

(1.02) Realize a national distribution workforce among licensed alumni.

Level of Achievement (Examples):

- Program enrollment metrics will match identified underrepresented population norms when compared to BGSU campus, northern Ohio, and US population.
- The program adopts one new and/or validates at least three existing activities for holistic student admission, recruitment, retention, and success of a diverse student body.
- 60% of licensed alumni will practice outside of the tri-state area (OH, MI, IN).
- The program enrolls >90% of the planned cohort size.
- BGSU DPT 3-year aggregate data for physical therapists will exceed published data by APTA on minority ethnicity by percentage.
- BGSU DPT 3-year aggregate data for physical therapists will exceed published data by CAPTE on minority ethnicity by percentage.
- Bureau of Labor and Statistics (BLS) published data will estimate a positive job outlook for the profession of physical therapy.
- In the general applicant pool, 200% of expected cohort enrollment will meet published admission qualifications.

Goal – Program 2.0: The program will graduate a student body empowered to positively impact the human experience including serving historically underserved populations.

Outcomes:

(2.01) Graduates of the program will be prepared to quickly enter the workforce.

(2.02) Graduates of the program will seek employment with underserved populations (ethnicity, geographic, economic).

Level of Achievement (Examples):

- 85% graduation rate for each cohort year.
- 100% employment rate for licensed alumni who sought physical therapy employment.
- 85% first time passing rate over a two-year period.
- 25% of alumni will work with a regular caseload of at least 50% underserved populations.

- 100% of graduating cohort will have had at least one clinical experience with predominately underserved populations.

Goal – Program 3.0: The program will develop an innovative curriculum utilizing emerging educational technologies to foster student engagement, learning, and clinical reasoning.

Outcomes:

(3.01) Core and associated faculty will integrate innovative technologies and andragogy into all courses to include blended, distance, and clinical education courses.

(3.02) Program resources are meeting current and projected program needs.

(3.03) Program mission, goals and expected outcomes meet program needs.

Level of Achievement (Examples):

- 100% of students participate in service-learning experience.
- 100% of courses employ instructional technologies that support student learning.
- 100% of core and associated faculty complete formal training in use of modern educational technology related to the curriculum.
- 80% of second year student post course satisfaction scores will be greater than 4 of 5 in clinical internship courses (PHYT 7971 – 7973).
- Student GPA in completed foundational science pillar (PHYT 7101-7105) will be 3.50 or greater.
- 80% of first year student post course satisfaction scores will be greater than 4 of 5 in foundational science pillar (PHYT 7101 – 7105).
- 75% of faculty empowered to participate in program supported professional service and/or conference opportunities.
- Student to Core Faculty ratio for the program will be equal to or less than 17:1.
- Student to Faculty ratio for the lab immersion sessions will be equal to or less than 10:1.
- Consensus of input from faculty believe they had access to adequate resources to manage course(s) over the past year both effectively and efficiently.
- Consensus of input from directors believes that administrative and technical support was sufficient over past year.
- Annual budget will demonstrate an upward trend over the past three years.
- Consensus of input from directors believes that annual budget was sufficient over past year.
- Thematic analysis of open-ended responses from students and focus group members reveals that no policy and/or procedure needs creation, revision, or updating.
- Public Advisory Committee approves current policy manual as written without need for creation, revision, or updating.

- Consensus of input from directors believe that 100% of program policy and procedures were adhered to over past year.
- The program receives no external complaints regarding implementation of policy and procedure.
- Program mission, goals and expected outcomes will be congruent with the mission of the institution 100% of the time.

2.5.2 Faculty Goals and Outcomes

Goal – Faculty 4.0: The faculty will develop content expertise and specialization in assigned and/or related curricular areas.

Outcomes:

- (4.01) Core faculty will demonstrate activity in learning, application, engagement, or integration that supports teaching responsibilities.
- (4.02) Core faculty will be recognized as clinical specialists by ABPTS.
- (4.03) Core faculty will hold other specialized credentials that enhance content expertise.
- (4.04) Core faculty will be members of relevant sections of the APTA and/or other associated organizations that provide access to specialized curricular content.
- (4.05) Core faculty will have earned a doctoral degree of any type.
- (4.06) Core faculty will have earned academic terminal degrees.
- (4.07) Clinical education faculty will have at least one year of clinical experience prior to supervising students.
- (4.08) Clinical education faculty will be recognized as Credentialed Clinical Instructors.
- (4.09) Clinical education faculty will be recognized as advanced clinical practitioners.
- (4.10) Associated faculty will hold specific credentials, training, and/or experience directly related to assigned curricular content.

Level of Achievement (Examples):

- 70% of core faculty will hold active or emeritus specialization credentials from the ABPTS.
- 70% of core faculty will hold other recognized specialized credentials relevant to assigned curricular content.
- 100% of core faculty are members of APTA, sections, and/or other relevant professional organizations in support of curricular content.
- 100% of core faculty members hold an earned doctoral degree of any type.
- 75% of core faculty members will hold an earned terminal academic doctoral degree.
- 100% of clinical education faculty working with students have at least one year of clinical experience.
- 50% of clinical education faculty working with students are APTA CCI.

- 50% of clinical education faculty working with students hold advanced clinical credentials.
- 100% of associated faculty will demonstrate relevant experience, specialization, and/or training related to assigned curricular content.

Goal – Faculty 5.0: The faculty will collaborate as members of an inter-professional team to serve the needs of the professional and local communities.

Outcome:

(5.01) Faculty will actively participate in service related to the school, university, community and the profession.

Level of Achievement (Examples):

- 100% of core faculty hold leadership or committee level positions in school, college or university.
- 50% of core faculty hold leadership or committee level positions in professional or community organizations.

Goal – Faculty 6.0: The faculty will generate scholarly products disseminated through peer-reviewed venues.

Outcomes:

(6.01) Individual core faculty will demonstrate consistent activity in the scholarship of teaching and learning, application, engagement, discovery, or integration.

(6.02) As a group, the core faculty will be published in peer reviewed journals, manuscripts, books, and/or chapters.

(6.03) As a group, the core faculty will present peer reviewed products at professional conferences.

Level of Achievement (Examples):

- 100% of core faculty will disseminate a minimum of one scholarly product over past 1 year (individually).
- 6 peer reviewed publications over the past 3 years (collectively).
- 18 peer reviewed presentations over past 3 years (collectively).

2.5.3 Student and Graduate Goals and Outcomes

Goal – Student 7.0: The student will integrate mindful practice and professional behaviors into clinical practice to positively impact the human experience.

Outcomes:

(7.01) (PLO 1) Initiate professional physical therapy practice on a diverse patient/client population throughout the lifespan including all federal, state, and

institutional regulations related to patient/client management and fiscal responsibility.

(7.02) (PLO 5) Generate effective communication with all stakeholders in the healthcare environment fostering teamwork, collaboration, health and wellness.

Level of Achievement (Examples):

- 100% of students earn “S” grade across three clinical education courses (Course metrics collected by Clinical Education Director post course PHYT 7971 – 7973 annually).
- 100% of students enrolled in PHT 7910 Capstone will earn a “S” score on the capstone reflection assignment for interprofessional communication (Course metrics collected by instructor post course PHYT 7910 annually).
- 100% of students completing PHYT 7973 demonstrate “Always” rating for all Professional Behavior criteria (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
- Likert-type questions regarding program learning outcomes (PLO 1 and 5) achieve 3.5 of 5.0 response or greater by students (Exit survey responses collected by Program Director from students at graduation annually).
- Likert-type questions regarding program learning outcomes (PLO 1 and 5) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).

Goal – Student 8.0: The student will integrate critical inquiry and excellence in both academic and clinical preparation consistent with the professional scope of physical therapy practice.

Outcomes:

(8.01) (PLO 2) Integrate the best contemporary evidence for physical therapy practice given increased clinical expertise and patient/client values, needs, and preferences.

(8.02) (PLO 3) Make appropriate clinical judgments through efficient and effective reasoning, reflection and mindfulness.

(8.03) Students will demonstrate entry-level clinical performance prior to graduation.

Level of Achievement (Examples):

- 100% of students completing PHYT 7973 demonstrate “At That Level for All Patients” rating for all Patient Management criteria (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
- 100% of students enrolled in PHT 7910 Capstone will earn a “S” score on the capstone reflection assignment for EBP (Course metrics collected by instructor

- post course PHYT 7910 annually).
- 100% ultimate passing rate over a two-year period (Passing rates collected by Program Director from FSBPT at graduation annually).
 - 80% of students enrolled in PHT 7910 Capstone will earn a “passing” score on the PEAT on two of two attempts (Course metrics collected by instructor post course PHYT 7910 annually).
 - 100% of students enrolled in PHT 7910 Capstone will earn a “S” score on the capstone reflection assignment for CR and mindfulness (Course metrics collected by instructor post course PHYT 7910 annually).
 - 100% of students completing PHYT 7973 will demonstrate entry-level performance based on successful completion of course objectives and benchmarks for professional behaviors and patient management (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
 - Likert-type questions regarding program learning outcomes (PLO 2 and 3) achieve 3.5 of 5.0 response or greater by students (Exit survey responses collected by Program Director from students at graduation annually).
 - Likert-type questions regarding program learning outcomes (PLO 2 and 3) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).

Goal – Graduate 9.0: The graduate will commit to lifelong learning, professional development, and community service.

Outcomes:

(9.01) (PLO 4) Organize efforts to promote and improve healthcare delivery through professional service and advocacy.

(9.02) (PLO 6) Formulate strategies for life-long learning coupled with professional and personal growth.

Level of Achievement (Examples):

- 50% of licensed alumni will report participation in service, leadership, and/or advocacy at the local, regional, national or international levels over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 75% of licensed alumni participate in at least one health promotion or wellness service project over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 95% of licensed alumni will report having completed at least one local, regional, national or international professional continuing education course either in person or virtual over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).

- 25% of new graduates will have either secured or applied to post professional training (e.g. residency, fellowship) (Exit survey responses collected by Program Director from students at graduation annually).
- 50% of licensed alumni will report completing post-professional residency, advanced education degree, clinical certifications and/or specializations over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 50% of licensed alumni will be a member of a relevant professional organization.
- Likert-type questions regarding program learning outcomes (PLO 4 and 6) achieve 3.5 of 5.0 response or greater by alumni (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- Likert-type questions regarding program learning outcomes (PLO 4 and 6) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).

2.6 DOCTOR OF PHYSICAL THERAPY CURRICULUM

2.6.1 Professional Curriculum Overview

The professional curriculum leading to the Doctor of Physical Therapy degree requires successful completion of 99 semester credit hours completed in six continuous academic semesters over a 24-month period. The curriculum for this accelerated hybrid program includes traditional, system-based learning blended with case-based strategies. The model is sequenced using the traditional concept model of physical therapy education such that foundational and applied science courses appear earlier in the curriculum followed by clinical management courses and wrapping up with terminal clinical education rotations. This design allows biological and physical sciences to pour the concrete foundation for the clinical management courses to build upon and final integration of learned entry level skills at the clinical education level. Courses are sequenced in a manner such that knowledge, skills, and experiences previously learned emerge as greater understanding, integration, and synthesis of content as the student progresses further into the curriculum. Course sequencing uses a systems-based approach to facilitate the learning of the human movement system. Courses early on in the curriculum place a heavy emphasis on structure and function (Anatomy, Physiology, and Movement Science). Musculoskeletal, neuromuscular, cardiopulmonary, and integumentary domains as well as other support systems are discussed in sequence within the curriculum, as is lifespan content for the aging adult and pediatric patient.

2.6.2 Curriculum Format, Sequencing, and Integration

The core faculty are responsible for all aspects of the curriculum included but not limited to the development, review, and revision of the curriculum plan. The design

of the DPT curriculum is an accelerated hybrid curricular format. The accelerated nature of the DPT curriculum requires all students to complete required courses in a prescribed, lock-step, sequential manner. Topics are sequenced throughout the program to optimize the student's ability to learn and integrate course material into future didactic and clinical education experiences. The curriculum is sequenced using the traditional model of physical therapy education. That is, the basic and foundational science courses are taken first and followed by clinical and physical therapy science courses. This design allows biological and physical sciences, most of which are factual and concrete, to form the foundation for the clinical and physical therapy science courses that follow.

Courses are sequenced in a manner to build upon the knowledge, skills, and experiences previously learned to develop a deeper understanding, integration and synthesis of content as students' progress further into the curriculum. Course sequencing also uses a systems-based approach to facilitate learning. Early courses in the curriculum place a heavy emphasis on the body as a movement system. Musculoskeletal, neuromuscular, cardiopulmonary, integumentary, endocrine, and genitourinary systems are discussed in sequence within the curriculum, as is lifespan content for the aging adult and pediatric patient.

Curriculum integration is specifically accomplished in two ways. The first way is through the principle of repetition in adult learning. Learning and understanding is improved when content is repeated often and provided in a variety of learning experiences. Second, curriculum integration is achieved by the integration of didactic and clinical education. Clinical education courses are optimally sequenced in the curriculum to build upon prior and concurrent didactic courses that prepare students for the clinical application of knowledge and skills. All didactic courses maintain a clinical focus throughout the program, maximizing the use of clinical case scenarios as the basis for discussion and the development of reasoning skills. Full-time clinicians are used frequently as associated faculty (lab assistants) during hands-on laboratory immersion sessions. Students can work and learn from community members who have been physical therapy patients in lab.

2.6.3 Curriculum Plan

The educational methods by which students are educated may contribute to a focus on independent systems, rather than viewing the body as a functional whole. Students who enter practice must be able to integrate information across multiple systems that affect a patient or client's movement and function. The movement system represents the collection of systems (cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal) that interact to move the body or its component parts. Such integration must be taught to students, and it is the responsibility of those in physical therapist education to embrace and teach the next generation of students by identifying the professional paradigm of the movement system.

The curriculum plan is divided into six categories, or curricular pillars, to identify the supporting role of the course within the curriculum and are easily identifiable by the second of the four numbers in the published course catalog and syllabus (Foundational Science = 1; Applied Science = 2; Critical Inquiry and Research Science = 3; Clinical Management for the Physical Therapist = 4; Behavioral and Professional Science = 5; Clinical Internships = 9).

Foundational Science (71XX)

Foundational sciences provide the base for Clinical Management for the Physical Therapist coursework rooted in movement systems as the student integrates knowledge of the basic sciences with normal human movement and neuromusculoskeletal conditions. The five foundational science courses include PHYT 7101 Human Anatomy I, PHYT 7102 Human Anatomy II, PHYT 7103 Human Physiology, PHYT 7104 Clinical Neuroscience for the PT, and PHYT 7105 Pharmacology for the PT.

Applied Science (72XX)

Applied sciences focus students learning on the fundamental skills and knowledgebase related to the practice of physical therapy in which the Clinical Management for the Physical Therapist coursework shapes the content into specific application for systems-based patient consideration leading to the transition to clinical internship coursework. Elements contributed to the curriculum from the applied sciences include motor control and learning, biomechanical principles impact on the human movement system, fundamental psychomotor and assessment skills, communication foundations, safe patient handling skills, models of disability, documentation principles, therapeutic exercise, framework for clinical decision making, electrotherapeutic agents, health, wellness, nutrition, injury prevention, exercise prescription, manual therapy, and pain science. The seven courses in this pillar include PHYT 7201 Physical Therapy Fundamentals, PHYT 7202 Movement Science, PHYT 7203 Therapeutic Interventions I, PHYT 7204 Therapeutic Interventions II, PHYT 7205 Health Promotion & Fitness Mgt, PHYT 7206 Advanced Therapeutic Interventions, and PHYT 7207 Integrative Pain Sciences.

Critical Inquiry and Research Science (73XX)

Students learn general research principles, critical appraisal of evidence to become intelligent consumers of scientific literature and use of evidence to guide interpretation of examination findings to plan treatment interventions during the critical inquiry and research science pillar (PHYT 7301 Evidence-based Practice I; PHYT 7302 Evidence-based Practice II). Learned concepts are applied throughout the curriculum in both clinical management and clinical internship courses.

Clinical Management for the Physical Therapist (74XX)

The clinical management for the physical therapist pillar spans thirteen courses

integrating information across multiple systems that affect a patient or client's movement and function. Courses provide a reinforce a foundation for clinical reasoning, documentation, assessment, problem solving, and analytical skills. The progression provides application of psychomotor skills and clinical application of human biomechanics, functional movement, motor control, and motor learning principles to effectively manage patients across the lifespan as it applies to the movement system. Courses prepare students to treat more complex patients who often manifest with chronic pain with or without psychosocial factors and result in a disruption in optimal human movement.

Musculoskeletal practice is covered using a regional approach across four courses PHYT 7401, 7402, 7403, 7404 (Musculoskeletal Practice I – IV) and includes the lumbopelvic, lower extremity, cervicothoracic, and upper extremity. The organization of course content emphasizes the movement system and neuromusculoskeletal dysfunction manifested within. Course content focuses students on their role as movement specialists – understanding the anatomical and biomechanical influences on normal and dysfunctional movement and developing basic patient management skills to assess and treat impairments with the domains of the International Classification of Functioning (ICF). Students complete this clinical management sequence prior to their first integrated clinical internship (PHYT 7971 Physical Therapy Practice I).

Neuromuscular practice content begins in the foundational science course (PHYT 7104 Clinical Neuroscience for the PT) as students learn a common and shared evaluative schematic for neurologically impaired patients. Systems-based and life-span application expands in coursework (PHYT 7406 Neuromuscular Practice I, PHYT 7408 PT Management of the Aging Adult, PHYT 7407 Neuromuscular Practice II, PHYT 7410 PT Management of Pediatric Patients) focusing students to develop management skills for patients with movement disorders and neurological conditions stemming from the central nervous system, to include spinal cord injury, stroke, traumatic brain injury, and other neurodegenerative conditions including pediatric and geriatric populations. Students develop patient management skills to assess and treat impairments with the domains of the International Classification of Functioning (ICF). PHYT 7405 Bracing, Prosthetics, and Orthotics critical support for this system instruction garnering insight to roles that various assistive technologies play in promoting functional independence. Students complete this clinical management sequence prior to their first integrated clinical internship (PHYT 7971 Physical Therapy Practice I) except for PHYT 7410 PT Management of Pediatric Patients such that no clinical placements in specialized pediatric clinical internships are planned for the first clinical internship experience.

Cardiovascular and pulmonary practice is integrated across multiple courses in the curriculum as part of the movement system. PHYT 7103 Human Physiology introduces pathophysiological elements at the cellular and systems level for

cardiovascular and pulmonary patients. PHYT 7205 Health Promotion & Fitness Mgt teaches exercise testing, and exercise prescription in apparently healthy individuals provides the basis for the management of patients with acute and chronic cardiovascular and pulmonary disorders in later coursework in PHYT 7409 Cardiopulmonary Practice. Students expand upon learned intervention skills for the effective disease management for the medically complex patient including cardiovascular, pulmonary, metabolic, oncological, lymphatic, and rheumatologic disorders in PHYT 7411 PT Management of Complex Patients.

Integumentary practice concepts are introduced to the student in the assessment of skin integrity and signs of breakdown during the first term (PHYT 7201 Physical Therapy Fundamentals). Students consider skin integrity when performing lab activities and guided case scenarios with activities including patient positioning, bed mobility, wheelchair management, and transfers. These concepts are applied to case scenarios at the onsite lab and risks for injury with various patient positions in sitting or lying as well as bed mobility and assessment for skin breakdown consistent with pressure injuries. Concurrently, students learn in PHYT 7103 – Human Physiology the underlying histology and cell function of the major bodily organ systems including integumentary. During the second term, students investigate the role of integumentary repair and protection plays when working with patients that utilize orthotic or prosthetic devices (PHYT 7405 – Bracing, Prosthetics, and Orthotics). Integumentary management concepts are carried forward in the third and fourth terms (PHYT 7406 – Neuromuscular Practice I; PHYT 7407 – Neuromuscular Practice II; PHYT 7408 PT Management of the Aging Adult; PHYT 7410 PT Management of Pediatric Patients) as students learn how integumentary compromise can negatively impact the plan of care for patients with various systems disorders. Focused instruction on integumentary repair and wound healing occurs during the fourth term (PHYT 7411 – PT Management of Complex Patients) as students are exposed to multiple types of wounds and proper management to maximize healing rates and reduced risk for infection.

Advanced practice courses during the fourth and fifth terms build upon the systems-based approach within the curriculum to prepare students for working as part of an interprofessional healthcare team and within clinical practice model of a doctoring profession. The courses within this series builds on clinical decision making and interprofessional collaborative practice. PHYT 7412 Advanced Diagnostics for the PT includes knowledge and appropriate use of diagnostic testing procedures for clinical reasoning, differential diagnosis, and medical screening. PHYT 7413 Primary Care for the PT explores the physical therapist's role as an interdependent practitioner working within a collaborative medical model refining the clinical tools and decision-making processes necessary to more efficiently and effectively collect, evaluate, and communicate examination data while promoting differential diagnostic principles and clinical reasoning.

Behavioral and Professional Science (75XX)

The four courses within this pillar align in part with the core values of the profession. Professionalism courses address ethics, legal issues, respect, interprofessional behaviors, communication and accountability skills as a life-long learner (PHYT 7501 Professional Competencies I; PHYT 7502 Professional Competencies II). Additionally, the course series provides students with the affective, behavioral, and cognitive skills needed to serve as movement specialists as they prepare for entry-level practice. The student works to understand the role of the physical therapy professional and the impact had on the individual, the community and the healthcare system. The student studies the professional roles physical therapists need for culturally competent interactions with patients, healthcare team members, and society applying the principles of “mindful practice,” motivational interviewing, and empathetic caring for the patient care setting in PHYT 7503 Mindful Patient Management. The PHYT 7504 Business Mgt & Entrepreneurship course provides an overview of practice management fundamentals and applies principles to various aspects of leadership and personal development, strategic planning, and business operations. Students gain knowledge in health care management, leadership, strategic planning, human resources, finance, organizational structures, and fiscal management as it relates to physical therapy practice.

Clinical Internships (79XX)

Out of BGSU tradition the PHYT 7910 Capstone experience is sequenced with the clinical internship pillar. This course integrates and applies cumulative knowledge gained from all previous didactic courses and clinical internship experiences. Throughout this course, students will be engaged in reflective practice in three main areas including integration of content learned through the curriculum, direct application relative to patients managed in the clinical experiences, and professional growth since commencing their DPT education. Students will also articulate how they will uphold the 8 core values for physical therapists as outline by the American Physical Therapy Association. Finally, students develop a plan of study for the National Physical Therapy License Exam.

The program’s clinical education curriculum plan requires that each student gain clinical experience in a variety of diverse practice settings, in a manner that provides each student with exposure to the management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care.

The first full-time clinical experience (8 weeks) is integrated into the curriculum during the start of the fourth term (PHYT 7971 Physical Therapy Practice I). The full-time experience focuses on foundational skills of patient management to prepare students for future internships applying interpersonal communication, professional socialization, and clinical reasoning skills interacting with patients/clients, family, and the healthcare team (PHYT 7972 Physical Therapy Practice II; PHYT 7973

Physical Therapy Practice III). Expectations of the student will be consistent performance on safety issues with noted emerging skill sets in professional ethics, initiative, and communication. Patient management expectations will be established at the “beginner” level using learned foundational and applied sciences, critical inquiry, and systems course work acquired during the first year of the program. Placements for this experience vary in practice setting due to preceding clinical management content delivery areas of musculoskeletal, neuromuscular, aging adult, therapeutic modalities, therapeutic exercise, prosthetics, orthotics and cardiopulmonary. Students are prepared for integrated placements in outpatient orthopedics, acute inpatient, subacute rehabilitation/SNF, or the home health setting.

2.6.4 Curricular Threads

Clinical reasoning (CR)

CR is a BGSU DPT curricular thread or theme that is valued as a critical trait in the contemporary physical therapy practitioner. The BGSU DPT program defines clinical reasoning (CR) as the systematic approach by which the physical therapist (PT) uses cognitive, psychomotor, and affective skills to achieve optimal patient-centered outcomes. The PT interprets clinical findings and biopsychosocial influences to integrate emerging data. This process is adaptive, iterative, and informed by self-reflection. The theme of clinical reasoning is first introduced during new student orientation as the expectations of professional growth and clinical skill set development are established. During the first term (PHYT 7101 Human Anatomy I; PHYT 7102 Human Anatomy II; PHYT 7201 Physical Therapy Fundamentals; PHYT 7202 Movement Science; PHYT 7501 Professional Competencies I) students learn about the role that clinical reasoning plays in the growth of a professional physical therapist, work to characterize spatial relationships of anatomical structures, investigate the relationship between SINSS (Severity, Irritability, Nature, Stage, Stability) and examination findings, and discover how human movement plays a role in the clinical reasoning process. During the second term (PHYT 7401 Musculoskeletal Practice I; PHYT 7402 Musculoskeletal Practice II) begin to relate the nature of collected examination data and the relationships to the formation of a plan of care. Students begin to integrate learned concepts of clinical reasoning, mindfulness, evidenced-based practice, and reflection into the effective and efficient management of patients with various systems disorders (e.g. neuromusculoskeletal, cardiopulmonary, integumentary) as well as across the lifespan during terms 3 and 4 (PHYT 7403 Musculoskeletal Practice III; PHYT 7404 Musculoskeletal Practice IV; PHYT 7406 Neuromuscular Practice I; PHYT 7407 Neuromuscular Practice II; PHYT 7408 PT Management of the Aging Adult; PHYT 7409 Cardiopulmonary Practice; PHYT 7410 PT Management of Pediatric Patients; PHYT 7411 PT Management of Complex Patients). During the fourth term, students investigate the role that diagnostic imaging plays in clinical reasoning and decision-making working to find the clinical relevance of such diagnostic information gathered during the evaluation and how it is related to the patient’s clinical

presentation (PHYT 7412 Advanced Diagnostics for the PT). PHYT 7413 Primary Care for the PT (Term 5) builds upon previously learned clinical reasoning concepts to have the student predict when further consultation or referral is needed based upon the presence or yellow or red flags as well as the need for further test and measures preparing the student to practice in an autonomous environment. Over terms 4, 5 and 6, students participate in supervised clinical education experiences (PHYT 7971 – Physical Therapy Practice I; PHYT 7972 – Physical Therapy Practice II; PHYT 7973 – Physical Therapy Practice III) and work to apply learned clinical reasoning behaviors to patient populations as comprehensive evaluations are performed and plans of treatment are constructed.

Evidenced-based practice (EBP)

EBP is a BGSU DPT curricular thread or theme that is valued as an all-important element guiding the everyday practice of the contemporary physical therapy practitioner. The program recognizes evidenced-based practice as a conscientious, problem-solving strategy within clinical practice that incorporates the best available evidence from the professional knowledge base, the patient's value system and preferences, and the clinician's professional expertise in making clinical decisions about a given patient case. The primary tenets of EBP are presented during the second and fourth terms during the critical inquiry and research science pillar courses (PHYT 7301 Evidence-based Practice I; PHYT 7302 Evidence-based Practice II). Students learn how to formulate an appropriate clinical question, to appreciate the modern principles of EBP, to search using contemporary informatics systems for professional literature, and to critically appraise discovered literature. The student also investigates proper utilization of statistical tools for analysis, differentiates research designs and methodologies, and most importantly determines strength of evidence for a given published article. Applied science pillar coursework (PHYT 7201 Physical Therapy Fundamentals, Term 1; PHYT 7203 Therapeutic Interventions I, Term 1; PHYT 7204 Therapeutic Interventions II, Term 2; PHYT 7206 Advanced Therapeutic Interventions, Term 5) present supporting concepts of reliability and validity in clinical measurements, apply exercise principles and physical agents to modern evidence, and reinforce clinic-based treatments through best evidence in-home exercise programs. Students begin to integrate learned concepts of clinical reasoning, mindfulness, evidenced-based practice, and reflection into the effective and efficient management of patients with various systems disorders (e.g. neuromusculoskeletal, cardiopulmonary, integumentary) as well as across the lifespan during terms 2 through 4 (PHYT 7401 Musculoskeletal Practice I; PHYT 7402 Musculoskeletal Practice II; PHYT 7403 Musculoskeletal Practice III; PHYT 7404 Musculoskeletal Practice IV; PHYT 7405 Bracing, Prosthetics, and Orthotics; PHYT 7406 Neuromuscular Practice I; PHYT 7407 Neuromuscular Practice II; PHYT 7408 PT Management of the Aging Adult; PHYT 7409 Cardiopulmonary Practice; PHYT 7410 PT Management of Pediatric Patients; PHYT 7411 PT Management of Complex Patients). The behavioral and professional science pillar courses of PHYT 7501 Professional Competencies I (Term 1) and PHYT 7503 Mindful Patient Management

(Term 3) address how external factors and beliefs may influence patient decisions and preferences in the modern healthcare system as well as learning motivational and inspirational techniques to help patients achieve goals and improve the overall experience. Over terms 4, 5 and 6, students participate in supervised clinical education experiences (PHYT 7971 – Physical Therapy Practice I; PHYT 7972 – Physical Therapy Practice II; PHYT 7973 – Physical Therapy Practice III) and work to integrate EBP principles in the management of patients. During the final term (PHYT 7910 Capstone) students have a reflective experience in which they defend the use of evidenced-based principles during while on clinical internships.

2.6.5 *Plan of Study (see next page)*



School of Physical Therapy

BOWLING GREEN STATE UNIVERSITY

Year	Semester	Term #	Session	Course Prefix & Number	Course Name	Credit Hours	Instructional	Immersion Lab Clock Hours [^]	Clinical Clock Hours [#]	Total Clock Hours
							(Sync / Async / Online) Clock Hours*			
Year 1	Fall	1	1	PHYT 7201	Physical Therapy Fundamentals	3	25.0	37.5	0	62.5
				PHYT 7202	Movement Science	2	18.75	18.75	0	37.5
				PHYT 7101	Human Anatomy I	4	43.75	18.75	0	62.5
				PHYT 7103	x Human Physiology	3	37.5	0	0	37.5
				PHYT 7501	x Professional Competencies I	1	12.5	0	0	12.5
	Spring	2	1	PHYT 7203	Therapeutic Interventions I	3	31.25	18.75	0	50.0
				PHYT 7102	Human Anatomy II	4	43.75	18.75	0	62.5
				PHYT 7204	Therapeutic Interventions II	2	18.75	18.75	0	37.5
				PHYT 7301	Evidence-based Practice I	2	25.0	0	0	25.0
				PHYT 7401	Musculoskeletal Practice I	3	25.0	37.5	0	62.5
	Summer	3	1	PHYT 7205	Health Promotion & Fitness Mgt	2	18.75	18.75	0	37.5
				PHYT 7104	x Clinical Neuroscience for the PT	3	31.25	18.75	0	50.0
				PHYT 7105	Pharmacology for the PT	2	25.0	0	0	25.0
				PHYT 7402	Musculoskeletal Practice II	3	25.0	37.5	0	62.5
				PHYT 7405	Bracing, Prosthetics, and Orthotics	2	18.75	18.75	0	37.5
Year 2	Fall	4	1	PHYT 7403	Musculoskeletal Practice III	3	25.0	37.5	0	62.5
				PHYT 7406	Neuromuscular Practice I	2	18.75	18.75	0	37.5
				PHYT 7408	PT Management of the Aging Adult	3	31.25	18.75	0	50.0
				PHYT 7409	x Cardiopulmonary Practice	4	43.75	18.75	0	62.5
				PHYT 7503	Mindful Patient Management	2	25.0	0	0	25.0
				PHYT 7404	Musculoskeletal Practice IV	3	25.0	37.5	0	62.5
				PHYT 7407	Neuromuscular Practice II	3	31.25	18.75	0	50.0
Spring	5	1	PHYT 7971	Physical Therapy Practice I	4	0	0	320	320.0	
			PHYT 7411	x PT Management of Complex Patients	4	43.75	18.75	0	62.5	
			PHYT 7302	Evidence-based Practice II	2	25.0	0	0	25.0	
			PHYT 7410	PT Management of Pediatric Patients	3	31.25	18.75	0	50.0	
			PHYT 7412	Advanced Diagnostics for the PT	2	25.0	0	0	25.0	
Sum	6	½	PHYT 7206	Advanced Therapeutic Interventions	2	12.5	37.5	0	50.0	
			PHYT 7207	Integrative Pain Sciences	2	25.0	0	0	25.0	
			PHYT 7504	x Business Mgt & Entrepreneurship	3	37.5	0	0	37.5	
			PHYT 7413	x Primary Care for the PT	2	25.0	0	0	25.0	
				PHYT 7972	Physical Therapy Practice II	4	0	0	320.0	320.0
				PHYT 7973	x Physical Therapy Practice III	8	0	0	560.0	560.0
				PHYT 7502	x Professional Competencies II	2	25.0	0	0	25.0
				PHYT 7910	x Capstone	2	25.0	0	0	25.0

x = full term course

* 1 lecture credit hour = 12.5 contact hours

^ 1 lab credit hour = 37.5 contact hours

Clinical education clock hours based upon 40 hour work week x number of weeks in clinic

2.6.6 Course Delivery and Types

Course Delivery

The BGSU DPT curriculum is based on a blended or hybrid-learning model. Canvas, the learning management system, is used extensively in every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance students' abilities to interact with one another, the faculty, and with the course content. Web-based resources are uploaded into Canvas sites, allowing students to review and evaluate additional course content. Activities, assignments, and online discussions promote clinical reasoning and students' abilities to reflect on previously learned information, determine new facts, and integrate new materials into their understanding of the subject matter at hand. Discussion forums and online communication tools (both synchronous and asynchronous) are used to promote collaboration and further sustain interaction between students and between the instructor and students. Instructors consider time zone changes that may affect geographically dispersed students. Each course syllabus clearly identifies to the student the expectations for both face-to-face and web-enhanced engagement.

Course Types

Online and Hybrid Coursework: The program's didactic courses include a combination of online and hybrid learning experiences in the curriculum. Synchronous and asynchronous online interactions use the learning management system Canvas to provide a quality, rigorous, and yet flexible learning experience for a diverse student body that comprises both traditional and nontraditional students. Courses may meet synchronously periodically through a given week to enable face-to-face interaction between faculty and students. Online didactic courses are supplemented by lecture presentations prepared and delivered by many of the leading clinicians, researchers, and academicians in the physical therapy profession today. Hybrid courses include face-to-face instruction during the lab immersion experiences. Through the EIM University Partnership Library (Evidence In Motion, LLC, 2014), BGSU DPT faculty members and students have access to an up-to-date, best evidence lecture series that securely positions the program on the leading edge of evidence-based and web-based educational content. Faculty members incorporate these lectures into learning activities that include required readings, asynchronous forum-based discussions, synchronous online patient case discussions, online quizzes and exams; and evidence-based reviews to develop clinical reasoning and professional communication with peers and faculty.

Lab Immersions

Onsite laboratory immersion sessions reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the program, lab time is consolidated into a series of face-to-face lab immersion sessions scheduled during each academic semester to facilitate student travel. These lab immersion sessions

range in duration from one to two weeks. This face- to-face time, led by faculty members, is focused on the development of the student's communication, problem-solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management. Lab immersions are scheduled twice during the first fall, spring and summer, and once during the second fall and spring semesters.

Clinical Experiences

Clinical education is a major emphasis in this program and consists of an 8-week integrated clinical experience during the fourth academic semester and a terminal 8-week and 14-week clinical internship during the fifth and sixth academic semesters. During these clinical experiences, students are paired with clinical practitioners nation-wide to offer a collaborative, structured learning environment that oversees the student's professional development and transition to an entry-level practitioner. Clinical faculty members mentor students in direct patient care for typically 40 hours per week. Clinical faculty members consist of licensed physical therapists in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Clinical exposures are tracked for all students during their clinical experiences to ensure the widest possible exposure to patient types, diagnoses, and ages across the continuum of care.

2.6.7 Semester Planning and Scheduling

The curriculum is dynamic and will be modified over time to keep up with the best educational practices and respond to regular assessment and evaluation processes. Semesters are typically 16 weeks in length for Fall and Spring, however, summer scheduling is reduced to 14 weeks. Each term may be broken into two sessions that evenly split the regular semester (e.g. 8 weeks). Course content, contact hours, and lab requirements determine the position and scheduling of the course in the given semester and session. Some courses may transpire over the span of only one session, while others extend over the full semester. Schedules are subject to change due to unforeseen circumstances.

2.6.8 Academic Calendar (Key Dates) Class of 2024 (see next page)

Academic Calendar (Key Dates) Class of 2024

YEAR 1 (*Class of 2024*)

Fall Semester-Session 1 (2022)

Onsite orientation (Bowling Green)	August 15-17, 2022
Semester Begins	August 22, 2022
Holiday: Labor Day	September 5, 2022
Lab Immersion 1.1 (Detroit Metro Area)	October 3-14, 2022
Session Ends	October 14, 2022

Fall Semester-Session 2 (2022)

Session Begins	October 17, 2022
Holiday: Veteran's Day	November 11, 2022
Holiday: Thanksgiving Break	November 23-25, 2022
Lab Immersion 1.2 (Detroit Metro Area)	December 5-9, 2022
Semester Ends	December 9, 2022

Spring Semester-Session 1 (2023)

Semester Begins	January 9, 2023
Holiday: Martin Luther King Jr. Day	January 16, 2023
Lab Immersion 2.1 (Detroit Metro Area)	February 20-March 3, 2023
Session Ends	March 3, 2023

Spring Semester-Session 2 (2023)

Session Begins	March 6, 2023
Lab Immersion 2.2 (Detroit Metro Area)	April 17-28, 2023
Semester Ends	April 28, 2023

Summer Semester-Session 1 (2023)

Semester Begins	May 8, 2023
Holiday: Memorial Day	May 29, 2023
Holiday: Juneteenth	June 19, 2023
Lab Immersion 3.1 (Detroit Metro Area)	June 12-23, 2023
Session Ends	June 23, 2023

Summer Semester-Session 2 (2023)

Session Begins	June 26, 2023
Holiday: Independence Day	July 4, 2023
Lab Immersion (Detroit Metro Area)	July 31-August 11, 2023
Semester Ends	August 11, 2023

YEAR 2 (*Class of 2024*)

Fall Semester-Session 1 (2023)

Semester Begins
Clinical Dates: CE 1 Location TBD
Session Ends

August 21, 2023
August 21-October 13, 2023
October 13, 2023

Fall Semester-Session 2 (2023)

Session Begins
Holiday: Veteran's Day
Holiday: Thanksgiving Break
Lab Immersion 4.2 (Detroit Metro Area)
Semester Ends

October 16, 2023
November 10, 2023
November 22-24, 2023
December 4-8, 2023
December 8, 2023

Spring Semester-Session 1 (2024)

Semester Begins
Holiday: Martin Luther King, Jr. Day
Lab Immersion 5.1 (Detroit Metro Area)
Session Ends

January 8, 2024
January 15, 2024
February 26-March 1, 2024
March 1, 2024

Spring Semester-Session 2 (2024)

Session Begins
Clinical Dates: CE 2 Location TBD
Semester Ends

March 4, 2024
March 4-April 26, 2024
April 26, 2024

Summer Semester-Session ½ (2024)

Semester Begins
Clinical Dates: CE 3 Location TBD
Semester Ends
Onsite Graduation Prep (Bowling Green)
Graduation (Bowling Green)

May 6, 2024
May 6-August 9, 2024
August 9, 2024
August 15-17, 2024
August 17, 2024

2.6.9 Course Listing by Semester (Order of Appearance in Curriculum)

*To graduate from the BGSU DPT Program, the student must successfully complete the following list of courses:

Year One

Fall 1 – Session 1

PHYT 7201 Physical Therapy Fundamentals (Fa1S1, 8 wk.)	3 semester credits
PHYT 7202 Movement Science (Fa1S1, 8 wk.)	2 semester credits
PHYT 7101 Human Anatomy I (Fa1S1, 8 wk.)	4 semester credits
PHYT 7103 Human Physiology (Fa1S1, 16 wk.)	3 semester credits
PHYT 7501 Professional Competencies I (Fa1S1, 16 wk.)	1 semester credit

Fall 1 – Session 2

PHYT 7203 Therapeutic Interventions I (Fa1S2, 8 wk.)	3 semester credits
PHYT 7102 Human Anatomy II (Fa1S2, 8 wk.)	4 semester credits

Spring 1 – Session 1

PHYT 7204 Therapeutic Interventions II (Sp1S1, 8 wk.)	2 semester credits
PHYT 7301 Evidence-based Practice I (Sp1S1, 8 wk.)	2 semester credits
PHYT 7401 Musculoskeletal Practice I (Sp1S1, 8 wk.)	3 semester credits
PHYT 7205 Health Promotion & Fitness Mgt (Sp1S1, 8 wk.)	2 semester credits
PHYT 7104 Clinical Neuroscience for the PT (Sp1S1, 16 wk.)	3 semester credits

Spring 1 – Session 2

PHYT 7105 Pharmacology for the PT (Sp1S2, 8 wk.)	2 semester credits
PHYT 7402 Musculoskeletal Practice II (Sp1S2, 8 wk.)	3 semester credits
PHYT 7405 Bracing, Prosthetics, and Orthotics (Sp1S2, 8 wk.)	2 semester credits

Summer 1 – Session 1

PHYT 7403 Musculoskeletal Practice III (Su1S1, 7 wk.)	3 semester credits
PHYT 7406 Neuromuscular Practice I (Su1S1, 7 wk.)	2 semester credits
PHYT 7408 PT Management of the Aging Adult (Su1S1, 7 wk.)	3 semester credits
PHYT 7409 Cardiopulmonary Practice (Su1S1, 14 wk.)	4 semester credits

Summer 1 – Session 2

PHYT 7503 Mindful Patient Management (Su1S2, 7 wk.)	2 semester credits
PHYT 7404 Musculoskeletal Practice IV (Su1S2, 7 wk.)	3 semester credits
PHYT 7407 Neuromuscular Practice II (Su1S2, 7 wk.)	3 semester credits

Year Two

Fall 2 – Session 1

PHYT 7971 Physical Therapy Practice I (Fa2S1, 8 wk.)	4 semester credits
PHYT 7411 PT Management of Complex Patients (Fa2S1, 16 wk.)	4 semester credits
Fall 2 – Session 2	
PHYT 7302 Evidence-based Practice II (Fa2S2, 8 wk.)	2 semester credits
PHYT 7410 PT Management of Pediatric Patients (Fa2S2, 8 wk.)	3 semester credits
PHYT 7412 Advanced Diagnostics for the PT (Fa2S2, 8 wk.)	2 semester credits
Spring 2 – Session 1	
PHYT 7206 Advanced Therapeutic Interventions (Sp2S1, 8 wk.)	2 semester credits
PHYT 7207 Integrative Pain Sciences (Sp2S1, 8 wk.)	2 semester credits
PHYT 7504 Business Mgt & Entrepreneurship (Sp2S1, 16 wk.)	3 semester credits
PHYT 7413 Primary Care for the PT (Sp2S1, 16 wk.)	2 semester credits
Spring 2 – Session 2	
PHYT 7972 Physical Therapy Practice II (Sp2S2, 8 wk.)	4 semester credits
Summer 2 – Session 1 and 2	
PHYT 7973 Physical Therapy Practice III (Su2S1, 14 wk.)	8 semester credits
PHYT 7502 Professional Competencies II (Su2S1, 14 wk.)	2 semester credits
PHYT 7910 Capstone (Su2S1, 14 wk.)	2 semester credits

2.6.10 Course Descriptions

PHYT 7101 Human Anatomy I (Fa1S1, 8 wk.) 4 semester credits

This course introduces foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan of the lower quarter. Laboratory experiences include 3-dimensional anatomy software, living/surface anatomy, synthetic human anatomical models, and cadaver prosections. This course addresses the content of the anatomical regions, including the lumbar spine, pelvis, and lower extremities. Emphasis is on the neuromuscular and musculoskeletal anatomy. Approved for distance learning.

Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7102 Human Anatomy II (Fa1S2, 8 wk.) 4 semester credits

This course expands foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan of the upper quarter. Laboratory experiences include 3-dimensional anatomy software, living/surface anatomy, synthetic human anatomical models, and cadaver prosections. This course addresses the content of the anatomical regions, including cervical/thoracic spines, thorax, and upper extremities. Emphasis is on the neuromuscular and musculoskeletal anatomy. Approved for distance learning.

Prerequisite: Successful completion of PHYT 7101 Human Anatomy I

PHYT 7103 Human Physiology (Fa1S1, 16 wk.) 3 semester credits

This course explores the physiology and pathophysiology of the cellular, integumentary, neuromuscular, cardiovascular, and pulmonary systems. Studies medical physiologic principles necessary for physical activity and the associated effects of physical activity on health and wellness across the lifespan. Approved for distance learning.

Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7104 Clinical Neuroscience for the PT (Sp1S1, 16 wk.) 3 semester credits

This course presents an in-depth analysis of neural, muscular, and skeletal factors that influence pain and movement in health and disease. Students review the organization of the central, peripheral, and autonomic nervous systems with a more functional emphasis. Normal peripheral and central nervous system function and the pathophysiology of various neurological disorders are presented. Neural control of movement and functional force development is discussed in detail with emphasis on muscle activation in health and disease. Students will complete a 6-module online American Spinal Injury Association (ASIA) course to accurately classify spinal cord injury according to international standards. Certification in the ASIA examination is an option for students. Lab activities emphasize central nervous system screening and an introduction to balance assessment tools, common outcome measures, and a comprehensive neurologic examination. Approved for distance learning.

Prerequisite: Successful completion of semester 1 courses

PHYT 7105 Pharmacology for the PT (Sp1S2, 8 wk.) 2 semester credits

This course introduces pharmacologic principles, the study of prescription and/or over-the-counter medications use in the management of a variety of patient conditions encountered during physical therapy management, and their impact on patient management across the lifespan. The impact of medications on patient presentations, timing of rehabilitation sessions, and physical therapy outcomes are emphasized. Content included cardiovascular, pulmonary, neurological, gastrointestinal, musculoskeletal, urogenital, rheumatologic, and integumentary systems. Approved for distance learning.

Prerequisite: Successful completion of semester 1 courses

PHYT 7201 Physical Therapy Fundamentals (Fa1S1, 8 wk.) 3 semester credits

This course is designed to prepare the student for patient care activities including patient-centered communication, assessing vital signs, body mechanics awareness, patient positioning and draping, transfers, assistive device training, and basic exercise. Learners will be introduced to fundamental physical therapy skills for various clinical settings and a patient management framework used throughout the curriculum. Psychomotor skills that are foundational to examination and evaluation are introduced, including vital signs, goniometry, range of motion, muscle testing, and anthropometric measures. Students will begin to develop patient interview and documentation skills, perform examination tests and measures, and use standardized patient outcome measures. Approved for distance learning.

Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7202 Movement Science (Fa1S1, 8 wk.) 2 semester credits

This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control, and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control, and motor learning as they relate to human motor performance and gait across the lifespan. Emphasis is on the integration of theory, structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability, and Health (ICF) model to inform clinical decision making in physical therapist practice. Approved for distance learning.

Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7203 Therapeutic Interventions I (Fa1S2, 8 wk.) 3 semester credits

This course integrates musculoskeletal biomechanical principles to joint structure and function, movement analysis, and therapeutic interventions. Introduces the principles and application of therapeutic exercise, manual therapy, and selected physical agents for the management of patients with pain and mobility impairments. Utilizes current evidence and clinical decision-making principles to emphasize appropriate selection, instruction, and progression of interventions. Approved for distance learning.

Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7204 Therapeutic Interventions II (Sp1S1, 8 wk.) 2 semester credits
This course introduces the principles and application of selected physical agents for the management of patients with pain and tissue injury while addressing impairments related to mobility, strength, and motor control. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions. Approved for distance learning.
Prerequisite: Successful completion of PHYT 7203 Therapeutic Interventions I

PHYT 7205 Health Promotion & Fitness Mgt (Sp1S1, 8 wk.) 2 semester credits
This course introduces prevention health, wellness, and fitness as they relate to injury prevention, nutritional influences, fitness testing, and exercise prescription in a healthy population. Students develop injury prevention and exercise programs based on test results and adapt the execution to specific healthy populations using appropriate clinical procedures. Approved for distance learning.
Prerequisite: Successful completion of semester 1 courses

PHYT 7206 Advanced Therapeutic Interventions (Sp2S1, 8 wk.) 2 semester credits
This course expands on the students' management of patients with movement system dysfunctions including techniques related to spinal stabilization, movement impairments, and soft tissue dysfunction. Interventions include a progression of contemporary therapeutic exercise including but not limited to manual therapy skills. Emphasis will be placed on analysis and integration of current best evidence into the patient's plan of care. Lab activities include case scenarios to challenge clinical reasoning for the progression of comprehensive treatment plans. Approved for distance learning.
Prerequisite: Successful completion of semester 4 courses

PHYT 7207 Integrative Pain Sciences (Sp2S1, 8 wk.) 2 semester credits
This course provides an overview of managing people with chronic pain syndromes associated with neuromusculoskeletal disorders and psychosocial factors using emerging and contemporary concepts of pain assessment, treatment, and outcomes. This course builds on the previous courses within the curriculum on the pain management domains and core competencies that were integrated within the body systems. Built from contemporary models, this course reflects the interprofessional consensus of core competencies for prelicensure health professions education in patient management. This course emphasizes the core knowledge necessary for offering best care of patients and provides integrated interprofessional discussion on comprehensive pain management designed to improve patient outcomes. Approved for distance learning.
Prerequisite: Successful completion of semester 4 courses

PHYT 7301 Evidence-based Practice I (Sp1S1, 8 wk.) 2 semester credits
This course introduces the foundation to general research and evidence-based principles by exploring research methodologies and outcome measures used in health care. Introduces foundational concepts of scientific inquiry for clinicians with creating clinical questions, searches appropriate literature sources, and assesses the evidence quality. Approved for

distance learning.

Prerequisite: Successful completion of semester 1 courses

PHYT 7302 Evidence-based Practice II (Fa2S2, 8 wk.) 2 semester credits

This course expands elements of applied research design and statistics that foster students to become intelligent consumers of scientific literature. Items related to measurement, research design, statistical analysis, critical inquiry, and strength of evidence are presented. Approved for distance learning.

Prerequisite: Successful completion of PHYT 7301 Evidence-based Practice I

PHYT 7401 Musculoskeletal Practice I (Sp1S1, 8 wk.) 3 semester credits

Initiates the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the lumbar spine, pelvis, and hip regions. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Approved for distance learning.

Prerequisite: Successful completion of semester 1 courses

PHYT 7402 Musculoskeletal Practice II (Sp1S2, 8 wk.) 3 semester credits

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the lower extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Approved for distance learning.

Prerequisite: Successful completion of PHYT 7401 Musculoskeletal Practice I

PHYT 7403 Musculoskeletal Practice III (Su1S1, 7 wk.) 3 semester credits

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the cervicothoracic region. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Approved for distance learning.

Prerequisite: Successful completion of PHYT 7402 Musculoskeletal Practice II

PHYT 7404 Musculoskeletal Practice IV (Su1S2, 7 wk.) 3 semester credits

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the upper extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Approved for distance learning.

Prerequisite: Successful completion of PHYT 7403 Musculoskeletal Practice III

PHYT 7405 Bracing, Prosthetics, and Orthotics (Sp1S2, 8 wk.) 2 semester credits
This course takes students through common orthotics and braces utilized in physical therapy practice. Functional and surgical anatomy of lower limb amputations and conditions requiring lower quarter orthotic and prosthetic intervention are presented. Lab activities emphasize gait analysis, movement analysis, residual limb management, orthotics, prosthetics, and rehabilitation of patients with amputations. Approved for distance learning.
Prerequisite: Successful completion of semester 1 courses

PHYT 7406 Neuromuscular Practice I (Su1S1, 7 wk.) 2 semester credits
Studies the management of individuals with neurologic health conditions, with emphasis on stroke, based on neurophysiological and patho-kinesiological mechanisms that result in movement system impairments in body structure/function, activity limitations, and participation restrictions. Emphasizes the application and integration of motor control/learning, theoretical constructs, evidence-based practice, and the patient/client management model. Approved for distance learning.
Prerequisite: Successful completion of semester 2 courses

PHYT 7407 Neuromuscular Practice II (Su1S2, 7 wk.) 3 semester credits
Continues the study of the management of individuals with neurological health conditions, with emphasis on spinal cord injury, brain injury, vestibular disorders, multiple sclerosis, Parkinson's disease, neuromuscular disorders, and central nervous system cancers. Emphasizes the application and integration of the movement system, motor control/learning, theoretical constructs, evidence-based practice, and the patient/client management model. Approved for distance learning.
Prerequisite: Successful completion of PHYT 7406 Neuromuscular Practice I

PHYT 7408 PT Management of the Aging Adult (Su1S1, 7 wk.) 3 semester credits
Introduces the physiologic changes of aging and sociologic and economic consequences of an aging population. Reviews natural aging processes and how complicating factors such as vascular compromise, fall risk, and comorbidities negatively impact the aging adult. Lab activities focus patient management skills on the aging adult patient. Approved for distance learning.
Prerequisite: Successful completion of semester 2 courses

PHYT 7409 Cardiopulmonary Practice (Su1S1, 14 wk.) 4 semester credits
This course explores the management of patients with cardiovascular, metabolic, and pulmonary causes of movement system dysfunction across a variety of clinical settings. Lab activities include, but are not limited to, ECG analysis, exercise testing, heart and lung auscultation, lung function testing, and chest examinations. Case discussions are presented to enhance communication, safety, patient management skills, and discharge planning. Approved for distance learning.
Prerequisite: Successful completion of semester 2 courses

PHYT 7410 PT Management of Pediatric Patients (Fa2S2, 8 wk.) 3 semester credits
Presents fundamental concepts for the physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. A framework of normal development and again from birth to young adulthood serves as a course foundation. Topics include developmental delay and disability, family-centered use, advocacy, and assistive technologies. Approved for distance learning.
Prerequisite: Successful completion of semester 3 courses

PHYT 7411 PT Management of Complex Patients (Fa2S1, 16 wk.) 4 semester credits
Introduces patient management strategies for the medically complex patient. Community-based strategies and outpatient management for patients with primary disease or comorbidities of the cardiovascular, pulmonary, metabolic, oncologic, lymphatic, and integumentary systems is emphasized. Student will design individual and community-based interventions for effective disease management. Approved for distance learning.
Prerequisite: Successful completion of semester 3 courses

PHYT 7412 Advanced Diagnostics for the PT (Fa2S2, 8 wk.) 2 semester credits
Integrates concepts of advanced diagnostic testing and imaging of the major systems of the body regions related to physical therapy practice. Specific content reviews diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, radiographs, and the interpretation of medical diagnostic tests. Rationales and guidelines for examination selection are discussed. Approved for distance learning.
Prerequisite: Successful completion of semester 3 courses

PHYT 7413 Primary Care for the PT (Sp2S1, 16 wk.) 2 semester credits
This course explores the physical therapist's role as an interdependent practitioner working within a collaborative medical model. Presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect, evaluate, and communicate examination data while promoting differential diagnostic principles and clinical decision-making. Approved for distance learning.
Prerequisite: Successful completion of semester 4 courses

PHYT 7501 Professional Competencies I (Fa1S1, 16 wk.) 1 semester credit
Introduces students to professional roles and responsibilities of the physical therapist in healthcare. Integrates emotional/social intelligence, concepts of flourishing, learning theories, learning styles, characteristics of learners through the lifespan, and literacy and communication issues for patients. Prepares students for the professional curriculum and clinical practice as life-long learners. Approved for distance learning.
Prerequisite: Admission to Doctor of Physical Therapy Program

PHYT 7502 Professional Competencies II (Su2S1, 14 wk.) 2 semester credits
Prepares students professionally and emotionally for clinical practice, as a lifelong learner and educator in the physical therapy profession. Explores major forms of health care delivery and how they interact with physical therapy services, including but not limited to, medical

ethics, health care regulations, and risk management strategies. Approved for distance learning.

Prerequisite: Successful completion of semester 5 courses

PHYT 7503 Mindful Patient Management (Su1S2, 7 wk.) 2 semester credits

Studies the professional roles physical therapists need for culturally competent interactions with patients, healthcare team members, and society. Applies the principles of “mindful practice,” motivational interviewing, and empathetic caring into the patient care setting. Students use patient scenarios to practice, self-access, and self-reflect on interviewing skills. Approved for distance learning.

Prerequisite: Successful completion of semester 2 courses

PHYT 7504 Business Mgt & Entrepreneurship (Sp2S1, 16 wk.) 3 semester credits

Provides an overview of practice management fundamentals and applies principles to various aspects of leadership and personal development, strategic planning, and business operations. Students gain knowledge in health care management, leadership, strategic planning, human resources, finance, organizational structures, and fiscal management as it relates to physical therapy practice. Approved for distance learning.

Prerequisite: Successful completion of semester 4 courses

PHYT 7910 Capstone (Su2S1, 14 wk.) 2 semester credits

This course integrates and applies cumulative knowledge gained from all previous didactic courses and clinical internship experiences. Throughout this course, students will be engaged in reflective practice in three main areas including integration of content learned through the curriculum, direct application relative to patients managed in the clinical experiences, and professional growth since commencing their DPT education. Students will also articulate how they will uphold the 8 core values for physical therapists as outline by the American Physical Therapy Association. Finally, students develop a plan of study for the National Physical Therapy License Exam. Approved for distance learning.

Prerequisite: Successful completion of semester 5 courses

PHYT 7971 Physical Therapy Practice I (Fa2S1, 8 wk.) 4 semester credits

This first clinical education course is a full-time eight-week clinical experience that develops student examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Students apply interpersonal communication, professional socialization, and clinical reasoning skills interacting with patients/clients, family, and the healthcare team.

Prerequisite: Successful completion of semester 3 courses and demonstrated readiness for clinical education as determined by faculty

PHYT 7972 Physical Therapy Practice II (Sp2S2, 8 wk.) 4 semester credits

This second clinical education course is a full-time eight-week clinical experience that progresses student examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Students refine interpersonal communication and

professional socialization skills interacting with patients/clients, family, and the healthcare team. Emerging emphasis on evidence-based patient management and clinical reasoning skills as an adult learner and medical professional.

Prerequisite: Successful completion of semester 4 courses and demonstrated readiness for clinical education as determined by faculty

PHYT 7973 Physical Therapy Practice III (Su2S1, 14 wk.) 8 semester credits

This third clinical education course is a full-time fourteen-week clinical experience that advances the student to entry-level patient management skills, supervised by a licensed physical therapist in a clinical setting. Students master interpersonal communication and professional socialization skills interacting with patients/clients, family, and the healthcare team. Adept emphasis on evidence-based patient management and clinical reasoning skills as an adult learner and medical professional.

Prerequisite: Successful completion of PHYT 7972 Physical Therapy Practice II

2.6.11 Curriculum Oversight

The Director of Curriculum, Curriculum Committee, Faculty, and Program Director are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum. Curriculum evaluation is an ongoing process to ensure all courses are evidence-based and reflect contemporary clinical practice. The Curriculum Committee is charged with overseeing this process for the Program. Change, update, and/or modification recommendations are forwarded to the Oversight Committee and the Committee of the Whole (Core Faculty) for approvals and then routed according to established policy and procedure for the Graduate College at BGSU. See Section 6 for specific policies and procedures on Program and Curricular Assessment.

SECTION 3: ADMINISTRATION

3.1 STAFF JOB DESCRIPTIONS

3.1.1 Director of Operations

The Director of Operations is responsible to the Program Director to direct and manage the DPT Program's operations. Primary functions of the Director of Operations include: 1) Planning, managing, and directing the business of the Office of the Program Director related to operations, budget, personnel, facilities, and faculty support for the on-site lab immersions; 2) Providing assistance and support to the Program Director in problem-solving, project planning, and management; 3) Developing financial, personnel, and facilities reports for internal and external bodies, including external accrediting bodies; 4) Serving as central contact with BGSU institutional administration and academic departments; 5) Coordinating facility and equipment contracts and maintenance, 6) Coordinating logistics of faculty schedules for each semester's synchronous session planning and on-site lab immersion sessions; and 6) Assists in establishing and enforcing standards, policies, and procedures for the purpose of ensuring that electronic and paper files and records are accurate and complete; and 7) Coordinating with BGSU Information Technology Services for timely support of systems and software.

3.1.2 Student Services Coordinator

The Student Services Coordinator is responsible to the Director of Admissions for the day-to-day administrative functions related to student recruitment and admissions. Primary functions for the Student Services Coordinator include: 1) Serving as program liaison with the Physical Therapy Centralized Application Service and other outside agencies involved in the admissions process; 2) Serving as the primary point of contact for all student inquiries requiring more specific program information or assistance with the application process; 3) Receiving completed applications, coordinating applicant interviews, and assembling admissions information for review by the admissions committee and faculty; 4) Assuring non-discrimination and equal opportunity during the admissions process for all prospective students; and 5) Managing online communication channels with students, to include the website, social media, email, and learning management systems.

The Student Services Coordinator is also responsible to the DCE for the day-to-day administrative functions of the program related to Clinical Education. Primary functions include: 1) Coordinating the collection, maintenance, and reporting of student clinical records, and ensuring that records compliance and confidentiality are maintained in all administrative processes; 2) Assisting the DCE in the development and maintenance of clinical education sites and clinical education contracts/agreements to ensure the adequate number and specialty to meet program goals and outcomes, and 3) Serving as the program's primary liaison with Total Contract Manager personnel for the timely processing of all clinical education agreements; and 4) Creating and maintaining student records and databases related to clinical education, to include clinical site placements and specialty/patient exposures.

3.1.3 Administrative Assistant

The DPT Administrative Assistant is responsible to the Program Chair, faculty, staff and students in all matters related to DPT office management and affairs. Provides administrative oversight and coordination of the daily operation of the PT department. Performs work of a confidential nature and relieves department supervisors of non-routine or routine administrative responsibilities. Must be able to interpret and make decisions based on policies, procedures and practices established by the University. Works directly with the Program Director, Director of Student Affairs, and the Director of Operations for additional tasks as assigned. Also responsible for managing a variety of documents, databases, and reports for the DPT Program.

The Administrative Assistant prepares schedule development each semester for all classes in the department curriculum. Schedules, secures meeting location and teleconference capabilities.

Prepares agendas and other documents for distribution. Attends department meetings and retreats. Drafts, posts minutes of meetings. Helps plan and support college events. Serves as office liaison to the Department Director and Program Coordinators, the Provost, the Vice Provost, Human Resources, Purchasing, Student Financial Aid, Campus Operations and Foundation, as well as other college offices, in matters involving the operation of the department.

Opens, reviews, routes or responds to correspondence. Researches, responds to questions from students, staff, faculty and the public. Manages home office stipends, ability to make travel arrangements, and resolve administrative problems.

Provides support to program Director and the college Budget and Operations Administrator including monitoring monthly expenses for accurate progression through proper channels, processing invoices, preparing check requests and travel/expense reimbursements and ordering supplies for department.

Assists with advertisements for searches and coordinates the faculty/staff hiring functions. Maintains needed confidential personnel files, subject files and department/program files. Represents the director in verbal/written communications to internal and external entities.

3.1.4 Secretary

The DPT Program Secretary is responsible to the Program Director and assists the DPT Administrative Assistant, Director of Operations, and all faculty and students in matters related to office management and affairs. Primary responsibilities include: 1) Plans, creates, and produces a variety of written materials such as forms, correspondence, manuals, invoices, charts, matrices, reports, records, schedules, templates, models, and other documents of similar complexity; 2) Coordinates documents and tracks pertinent data to meet the information and reporting needs of the DPT Program; evaluates reports/record keeping requirements and recommends best means of tracking data; 3) Collects and compiles data from a wide variety of sources; determines most appropriate information source and researches records to locate specific information; 4) Determines need and

requests forms and other materials from public and/or private entities for documentation or processing purposes; 5) Composes and sends letters, memoranda, and electronic correspondence; receives and answers correspondence; assists in the timely management of all written and electronic communication; 6) Types reports and other documents as needed; provides clerical functions such as printing, photocopying, scanning, faxing, and filing; 7) Participates in department/student events as appropriate- i.e. orientation, graduation, and lab immersions.

3.2 PROGRAM EXPENDITURES

All program expenditure decisions will be consistent with Bowling Green State University and DPT Program missions, applicable law, and ethical practice. All expenditures will be supported by a documented educational or business purpose and tied to budgetary approval. Faculty and staff members with authority for expenditure transactions will exercise sound judgment and adhere to all institutional policies in the performance of these duties.

The Program Director and administrative staff will manage all recurrent and non-recurrent expenses related to the day-to-day activities of faculty, staff and students.

Approved personal expenses incurred by faculty and staff will be reimbursed after submission. Professional development monies may be used for professional development activities such as research, service, and/or educational resource needs (e.g., teaching equipment and materials) and related travel expenditures. Faculty and staff members must obtain approval for these activities from the Program Director prior to incurring any personal expenses and once approved may submit receipts of all purchases for reimbursement.

The Program Director and Budget Administrator of the College of Health and Human Services will set designated monies for each faculty's professional development fund to be used during the present fiscal year as part of the annual planning and budgeting processes. Funding and procurement of non-budgeted resources will occur on a case- by-case basis. Faculty and staff will submit requests for expenses to the Program Director who may approve or disapprove.

3.3 COMPLAINTS/GRIEVANCES

3.3.1 DPT Faculty, Staff, and Students

Persons who report complaints/grievances in good faith are protected from any form of retaliation. Deliberately false allegations are not protected under this good-faith policy.

The DPT Program strives to meet the needs of its faculty and students. Concerns can often be resolved through informal means by direct contact with the individual (e.g., phone, email, face-to-face meeting, or video teleconference).

Formal complaints/grievances should be directed to the DPT Program Director or Dean of the College of Health and Human Services.

For complaints/grievances related to academic performance, students should follow the grade appeal policy as described in the DPT Student Handbook.

Any individual may file a complaint/grievance against the DPT Program. When the DPT Program Director is the source of the concerns/complaints/grievances/issue(s), individuals are encouraged to initially contact the DPT Program Director. If the issue cannot be resolved or if direct contact with the DPT Program Director is not appropriate, they may proceed to the Dean of CHHS for assistance with the complaint submission.

BGSU and the School of Physical Therapy prohibits any and all retaliation against individuals raising concerns and complaints/grievances. The non-retaliation policy, located in the BGSU Code of Ethics and Conduct Policy, Section E(13) states:

“It is a violation of this Code for anyone to retaliate against a member of the university community who, in good faith, has alleged a violation of this Code. Similarly, it is also a violation of the Code for anyone to retaliate against an individual who has participated in an investigation conducted under the Code.”

<https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Code-of-Ethics.pdf>

Article 13 of the BGSU Collective Bargaining Agreement (CBA) stipulates the Grievance and Arbitration Procedures for faculty including Informal Resolution, Initiation of Formal Grievance, and Arbitration.

<https://www.bgsu.edu/content/dam/BGSU/provost/faculty-affairs/documents/cba3-20190701.pdf>

The Graduate Appeals Policy is referenced in the DPT Student Handbook section 4.7.0. This policy describes the types of graduate student appeals, pre-appeal procedures, and formal appeal procedures. This includes information on grade appeals, non-grade academic appeals, and assistantship-related appeals.

The following items can be found in the Appeals Policies: Types of Appeals, Pre-Appeals Procedures, Formal Appeal Procedures, Appeal Review Outcome, and Timeline.

<https://www.bgsu.edu/general-counsel/university-policies/appeals-policies--graduate.html>

3.3.2 Complaints/Grievances that Fall Outside of Due Process

(Prospective Students, Clinical Education Sites, Family Members, Employers, and the General Public)

There are two links on the School of Physical Therapy webpage where complaints can be made that fall outside of institutional or program due process. <https://www.bgsu.edu/health-and-human-services/programs/school-of-physical-therapy.html> One provides for a complaint of any type, including those related to conflicts of interest, to be made anonymously. The other is specifically for reporting, “misconduct occurring on or off campus, sexual assault or sexual harassment or, other behaviors of concern...” related to students. The University encourages providing contact information when using this link so as not to impact their ability to follow-up if limited information is available.

Anonymous complaints can be made by going to the “Anonymous Complaints Reporting” section on the DPT Program home page. There, a person can click on Anonymous Reporting then on Report an Incident. The following non-retaliation statement and link to the reporting system homepage appears when Anonymous Reporting is clicked: “Any member of the community has the right to raise concerns or make a complaint without fear of retaliation. Anonymous complaints may be made by reporting online at Report an Incident.” There is a second non-retaliation statement on the reporting system homepage which states: “Retaliation Prohibited The University prohibits retaliation against any individual who reports or inquiries about potential breaches of University policy, state, or federal law.”

The policy and procedure related to anonymous complaints of any type, including those related to conflicts of interest, can be found by going to the “Reporting” section on the DPT Program homepage. There, a person can click on Confidential Reporting Policy. The policy states: “Our EthicsPoint Hotline is an anonymous tip hotline solution managed through a third party organization, NavexGlobal. A complaint can be filed via an electronic link on various University websites, including the link on the School of Physical Therapy webpage, as well as through a telephone call to an 866 toll-free number (1-866-879-0426). The complaint details are taken either via the link or by an operator and questions are asked in order to identify the type of concern that is being reported as well as to get the details of the situation from the person contacting the Hotline. The individual is free to identify themselves or to remain anonymous. Once the individual reports their concerns, they are given a report key and password that allows both them to contact the Hotline and add to the issue and also allows them to sign in and respond to follow up questions that the University may ask to clarify the situation. This web-based access is managed completely through NavexGlobal’s system and maintains the anonymity between the University and the Tipster. When a concern is made through the NavexGlobal system, the University is alerted via an email. The email is sent to two individuals. All emails are sent to the Director of Internal Audit, as the individual assigned as the primary contact. Depending on the type of tip, it is also sent to one of three other individuals, either the Chief Human Resource Officer if it falls within this discipline, the Chief Information Officer if it falls within a concern related to IT breaches or concerns, or the Chief

of Police if it relates to public safety. Depending on the concern/tip and if the School of Physical Therapy were involved, the Program Director would be identified as an individual that was necessary in the resolution to the concern and would be contacted. The concern is addressed by the appropriate individual depending on the type of issue and the NavexGlobal system offers the ability to track and document the resolution of any tip.”

The policy and procedure continues on the reporting system homepage at <https://secure.ethicspoint.com/domain/media/en/gui/29886/index.html> This helps to ensure a person is making their complaint in the correct place as the anonymous reporting system does not support reporting of academic matters, student conduct matters, or employee grievances. The continued policy states: “BGSU - CONFIDENTIAL REPORTING Bowling Green State University (BGSU) is committed to conducting its affairs ethically and in accordance with federal and state laws and regulations as well as university policies. Each member of the faculty and staff is expected to share in this responsibility. BGSU has selected EthicsPoint, Inc. to provide a process for simple, good faith reporting of violations of law or regulations or otherwise inappropriate activity or behavior in violation of University policies. You may file a report to the University on this web site or by calling EthicsPoint toll-free at 1-866-879-0426. EthicsPoint is NOT a 911 or Emergency Service. Do not use this site to report events presenting an immediate threat to life or property. If you need emergency assistance, call 911. BGSU is a public institution subject to Ohio's open record law ("Sunshine Law"). Protected disclosures and investigatory records will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, and in accordance with the Ohio Public Records Act. If you choose to disclose your identity while submitting a claim to EthicsPoint, we may not be able to protect your identity should a public records request be made. INTERNAL REPORTING - BGSU considers faculty, employee and student concerns very important and requests your cooperation in resolving such issues. However, this reporting hotline service does not replace or supersede existing reporting methods on campus. Faculty members and employees are encouraged to bring concerns immediately to their supervisor or other campus entities as appropriate. The anonymous reporting line does not support reporting of academic matters, student conduct matters, or employee grievances. In those instances, contact the offices below: Academic matters involving faculty and/or students should be reported to Academic Affairs at 419-372-2915. Non-academic student conduct matters should be reported to the Dean of Students' Office at 419-372-2843. Faculty and employee grievances should be reported to the Office of Human Resources at 419-372-8421. Persons who do not feel comfortable making an internal report may make an anonymous report to the University's confidential reporting hotline at 866-879-0426 or in writing by clicking on "MAKE A REPORT" to the right. Bowling Green State University encourages you to return to this website in five to ten business days using the report key assigned by EthicsPoint and your private password. The University may have information for you or may need additional information to investigate the allegation.”

Complaints can also be made by going to the “See It. Hear It. Report It.” section at the bottom of the DPT Program homepage. There, a person can click on Report an Incident. The following non-retaliation statement is located...on the Incident Report Form and states: “Any member of

the community has the right to raise concerns or make a complaint without fear of retaliation.” The Report an Incident link goes directly to an incident report form at <https://cm.maxient.com/reportingform.php?BowlingGreenStateUniv> The policy and procedure for this type of complaint is found at the top of the form. It states: “Bowling Green State University is committed to fostering a safe and welcoming campus community. In turn, it is the responsibility of each person within the University community to join in creating an environment in which others have a positive experience. This incident report form is available to anyone who would like to notify the University about the following: Bias Incident for situations based upon actual or perceived race, color, national origin, religion, creed, age, marital status, mental or physical disability, veteran status, sex, sexual orientation and/or gender identity/expression. Sexual Harassment/Sexual Assault/Dating Violence/Domestic Violence/Stalking (Title IX) for situations involving sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation. Student Issue and/or Concern for an individual whom you feel may be struggling physically or psychologically. Student/Student Organization Misconduct that allegedly occurred on or off campus. Once a report has been submitted, the student(s) will be contacted by a staff member, and you along with any witness(es) listed may be asked to meet with a staff member to provide additional information and/or to participate in a hearing. While you may choose to submit a report anonymously, please understand that while doing so may impact the University’s ability to follow-up if limited information is available. If you have any questions, please contact the Office of the Dean of Students at 419-372-2843. *The University is subject to the Ohio Public Records Act and thus, is required to disclose public records upon receiving a proper request. Student educational records, such as student names in student conduct records, are protected by the Family Educational Rights and Privacy Act (FERPA) of 1974. Accordingly, student names are redacted from records prior to disclosure, unless such disclosure is authorized in writing by the named student.” These complaints and their resolution are stored by the Office of Title IX for a period of seven years.

3.3.3 Non-Retaliation

Policies regarding non-retaliation can also be found in the BGSU Student Handbook which is available to prospective students and the general public through the BGSU website. For example, as it pertains to Prohibited Conduct by Students, section D (3) states, “Retaliation- a student or organization shall not retaliate against any member of the BGSU community who files an Incident Report or who brings forward a complaint or concern.” In the Title IX Sexual Harassment Policy and Procedures document, section H (6) Retaliation states, “No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or 34 CFR Part 106, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this 34 CFR Part 106, constitutes retaliation. The

exercise of rights protected under the First Amendment does not constitute retaliation. BGSU will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute (20 U.S.C. 1232g), FERPA regulations (34 CFR Part 99), as required by law, or to carry out the purposes of 34 CFR Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Retaliation is Prohibited Conduct. A formal complaint alleging retaliation may be filed according to this policy.”

3.4 GUEST LECTURERS AND HONORARIA

The faculty can work with professionals in the community to facilitate instructional objectives. The procedure for obtaining guest lecturers is as follows:

1. The core faculty making the invitation will submit a request to the Program Director that includes the name and credentials of the guest lecturer; proposed date, time, and mode of instruction (online vs. onsite), and a brief justification for the instruction to be provided.
2. The Program Director and faculty member will establish appropriate honoraria and travel expenses based on the credentials of the guest lecturer and the instruction being provided. An expense report will be completed by the guest lecturer within 48 hours and submitted for reimbursement to the Program Director.
3. The core faculty member making the invitation is responsible for all necessary coordination with the guest lecturer. The core faculty member will ensure that all instruction is provided and learning objectives are met.

SECTION 4: FACULTY

4.1 APPOINTMENTS: RECRUITMENT OF NEW FACULTY

4.1.1 DPT Program Searches

The BGSU School of Physical Therapy will follow the policies set forth in the BGSU Faculty Hiring Manual when the need arises to add or replace core faculty.

<https://www.bgsu.edu/provost/resources/faculty-hiring-manual.html>

The steps required during this process as outlined in the Faculty Hiring Manual include:

1. Preparing and Obtaining Authorization to Post Position
2. Recruiting and Preparing for Interviews
3. Screening of Applicants
4. Approval of Interviewee List
5. Conducting Interviews
6. Hiring Approval
7. Extending Offer and Concluding the Search

4.2 APPOINTMENTS: EMPLOYMENT

4.2.1 Core Faculty

Core faculty consists of full-time appointments based on program needs. All core faculty members are appointed for annual contracts, have full voting rights, and are assigned courses annually based on expertise. Faculty employment, appointment, and initial faculty ranking are completed following BGSU procedures outlined in the BGSU CBA.

4.2.2 Associated Faculty

Associated faculty members play a vital role in the success of the DPT Program. Associated faculty are appointed as needed to fill instructional gaps where core faculty members lack expertise, to supplement qualified core faculty members in specific courses, and/or to serve as adjunct instructors in online and onsite lab immersive courses. The program is committed to hiring associated faculty members who are exceptionally qualified and gifted clinicians; who actively engage and advocate for the advancement of the physical therapy profession; who model lifelong learning through post-professional certifications, residencies, and fellowships; and who espouse to the professional culture developed within the program. Exposing students to talented clinicians in the classroom and lab is imperative to maintaining a contemporary, evidence-based curriculum that quickly adapts to the changing needs of consumers/patients, clinical practices, and the healthcare system. The blend of associated faculty should represent a mix of physical therapy professionals and educators with diverse backgrounds in clinical practice, a variety of specializations, and varying amounts of both academic and clinical teaching experience. Effective use

of qualified associated faculty will enrich the educational experience for students and enable the program to maintain an ideal faculty-to-student ratios at or below 1:10 for all lab immersive sessions.

For clarification purposes, the university utilizes the over-arching term of “adjunct” faculty in the capacity which is referred to as “associated” faculty in this program document. This is to suggest that there are not different categories or classifications of faculty serving this role, but rather the potential for interchangeable terminology.

4.3 ASSOCIATED FACULTY RIGHTS AND PRIVILEGES

Associated faculty members have rights and privileges commensurate with those of similar appointments within the institution. These rights and privileges include:

1. Recognition/appointment as officially associated faculty members for BGSU.
2. Right to provide feedback on the curriculum and the performance of students and to have that feedback documented.
3. Opportunity to request individual training and/or information related to their areas of teaching and expertise.
4. Right to provide input on program applicants.
5. Opportunity to attend selected guest lectures in the DPT Program curriculum.
6. Access to online and onsite library services.
7. Opportunities for collaboration in research.

4.4 CANCELLATION OF CLASSES

4.4.1 Onsite Class Cancellation

Onsite class cancellation will follow established BGSU procedures in the BGSU HHS Faculty Manual.

4.4.2 Online Class Cancellation

Generally, faculty members should initiate the live online session no later than 15 minutes prior to the scheduled activity.

In the event of weak, interrupted, or absent Internet service, the primary faculty should:

1. Notify all secondary and associated faculty members and initiate the student notification system. Provide all faculty members and students with an estimated start time. Students are required to remain online for 30 minutes after the scheduled start time to allow adequate time for notification and/or Internet resolution.
2. Troubleshoot Internet issues and exhaust all options for restoring service locally. If unable to restore service within a reasonable time:
 - a. Delegate class initiation and/or lead instructor role to the secondary faculty members while Internet service is being restored.

- b. Move to an alternate location with reliable Internet service (i.e., nearby library, etc.) as necessary.
 - c. Send all faculty members and students a class cancellation notice if Internet service cannot be restored. Provide all participants with a rescheduled date and time for the canceled class session.
3. In the event of illness or emergency, the primary faculty should notify the Program Director of the need to cancel an online session. If possible, the faculty member should notify all faculty and students via email of the canceled session and provide a date and time for the rescheduled session. If needed, the Program Director will assist with notification of class cancellations in cases of emergency.

4.5 CLASS HOURS

One of the benefits of hybrid education is the added flexibility it provides students when arranging their online learning schedule. While faculty members are sensitive to this flexibility, it is imperative that synchronous learning activities are consistently scheduled to ensure participation by all students. Synchronous classes must be scheduled with sensitivity to different time zones. As a general rule, class-wide synchronous sessions will not be utilized during clinical education rotations.

4.6 CLINICAL EDUCATION RESPONSIBILITIES

4.6.1 Role of Faculty in Clinical Education

Director of Clinical Education (DCE)

The DCE is responsible for planning, directing, and evaluating the clinical education program for the Bowling Green State University DPT program to ensure adherence to the curriculum, university, and program missions and goals, and professional and regional accreditation standards. The DCE coordinates the administrative oversight of the clinical education program with academic and clinical faculty, students, and clinical sites. The specific roles and responsibilities are below. The DCE:

1. Acts as a liaison to clinical centers in determining if standards for clinical education are met, the development and enforcement of affiliation agreements, and evaluation of the effectiveness of clinical instructors.
2. Coordinates the development and implementation of continuing education programming; in-service and training offerings available to clinical education partners (including but not limited to the APTA CI Credentialing Course), and continuing education presentations delivered by PT program faculty.
3. Has final responsibility for grading all clinical education courses based on the review of Clinical Internship Evaluation Tool (CIET) completed by assigned clinical instructors.
4. Acts as the liaison between the faculty and the clinical community through formal reporting at faculty meetings and information gathering during visits to clinical sites.
5. Assists in coordinating Integrated Clinical & Patient Experiences with the faculty

responsible for selected courses. This responsibility includes the recruitment of patient participants and development of criteria for evaluation of student performance.

Core Faculty Roles in Clinical Education

Core faculty members play a crucial role in establishing and maintaining continuity between the didactic and clinical education components of the program. Core faculty members have the following responsibilities in assuring student preparedness for, and success in, the clinical education phase of the curriculum:

1. Assess student performance during academic preparation and make recommendations for improvement.
2. Enforce safe, professional, and ethical student behavior during all learning activities (e.g., practical exams, role playing scenarios, etc.) to prepare students for clinical education
3. Determine expectations for professional development, skill acquisition, and clinical competence for each clinical education experience.
4. Assure that only students who meet academic and other professional expectations are progressed into clinical education experiences by completing the Student Progression and Preparedness Report.
5. Perform midterm clinical education conferences with student advisees and their respective clinical instructor using the Midterm Conference Evaluation Form located in EXXAT system. After the midterm clinical education conferences, faculty will upload the Midterm Conference/Evaluation Report in EXXAT and email the DCE faculty (1) An aggregate summary report of student performance (2) Student concerns or actions which require follow up by the DCE or faculty advisor
6. Communicate regularly with student advisees on clinical experiences to keep them connected to the program.
7. Support the DCE and/or clinical site in all decisions relative to student performance. Support decisions to dismiss a student from the facility for lack of professional behavior or poor clinical performance, if such dismissal is warranted due to illegal, unsafe, unprofessional, and/or unethical behavior.
8. Support the DCE and/or clinical site in all decisions relative to student performance. Provide support to assist in the decision-making process to dismiss a student from the facility for lack of professional behavior or poor clinical performance, if such dismissal is warranted due to illegal, unsafe, unprofessional, and/or unethical behavior
9. Perform onsite or telephonic site visits of developing clinical facilities as assigned by the Program Director and DCE. Onsite clinical site visits will be assigned to faculty members based on their state of residence to reduce the overall workload on the DCE team and the travel time and costs associated with these visits. These

site visits will be used to clarify program expectations, confirm the breadth and quality of learning experiences, and solidify our clinical partnerships through the perspective of a second faculty member. This information is then documented on the Clinical Site Assessment Form within the EXXAT system. Data and information will be provided to the DCE with an overall recommendation regarding this facility.

4.6.2 Determination of Student Preparedness

Student preparedness for clinical education is reviewed at regularly scheduled progress/promotion meetings, or special faculty meetings conducted the month prior to each clinical education experience. The criteria used to determine student preparedness for clinical education are as follows:

1. The DCE will verify that all prerequisites are met, including pre-clinical orientation, and that the student may proceed to Clinical Experience. Prerequisites include but are not limited to:
 - a. Successful completion of all preceding didactic coursework.
 - b. Review and acknowledgment of the Bowling Green State University DPT Student Handbook and Clinical Education Handbook.
 - c. Proof of completion of all required immunizations and testing.
 - d. Mandatory maintenance of valid health insurance policy.
 - e. Review of applicable State PT Practice Act.
 - f. Any other requirements of a clinical center to which a student is assigned.Failure to obtain or maintain any of these requirements will result in removal from the clinical experience until such time that proof of compliance can be submitted to the DCE. This absence is considered an unexcused absence that will have to be made up and can delay graduation.

Students must meet four criteria to demonstrate competence, safety, and readiness for progression into clinical education experiences. These include:

1. Successfully pass all courses, in sequence, prior to each clinical education experience.
2. Demonstrate competence in examination and intervention skills on all practical examinations and skills checks with a minimum grade of 75% and no safety or professional behavior deficits. Specific skills are identified in Practical Examination/Skills Check rubrics for all course syllabi that require these assessments.
3. Demonstrate professional behaviors in all program activities to include, but not limited to, student self-assessments, active participation and interactions with faculty in didactic courses, and appropriate patient-therapist interactions during practical examinations and competency skills checks.
4. Satisfactory feedback from the faculty advisor and no additional concerns from the faculty regarding student participation in clinical education experiences as documented in the Student Progression and Preparedness Report located and stored securely within the Navigate system.

Faculty advisors and the Committee of the Whole will complete the Student Progression and Preparedness Report and discuss concerns during faculty meetings and make recommendations for each student's readiness to the Academic Standards and Progression Committee. Student academic performance, progression, and preparedness for clinical education is discussed at regularly scheduled or special meetings of the Academic Standards and Progression Committee. In collaboration with the Director of Student Affairs, the DCE tracks and documents student progression through the curriculum, completion of all practical examination and skills checks, and any faculty concerns related to patient management skills, professionalism, and/or safety. The three options for student disposition are defined below.

1. Prepared – Student has met all academic progression standards, passed all practical exams and skills checks with no safety concerns on first attempts, and demonstrated appropriate professional behaviors in all activities.
2. Prepared with Concerns – Student has met all academic progression standards, but with repeated instances of underperformance in practical exams/skills checks and/or repeated instances of unprofessional behaviors as defined in Section 2.3.0 in the Student Handbook. Students classified as “prepared with concerns” must go through a standard process to demonstrate to the program that they are “prepared”. This process requires:
 - a. The Director of Clinical Education (DCE) and Director of Student Affairs (DSA) will develop a learning plan with the course instructor(s) involved in the course(s) in which the student was not fully successful.
 - b. These students will meet with the DSA, DCE, and their faculty coach to review and implement the learning plan.
 - c. The clinical education team will monitor the student’s progress with direct communication with the clinical instructor and student for the first 2 weeks of the upcoming clinical experience.
 - d. The faculty coach, DCE, and DSA will report back to the Program Director with the student’s status after the follow-up, 2 weeks into the clinical experience.
 - e. If the student is successful with their learning plan, no additional monitoring is necessary.
 - f. If the student is not successful with their learning plan, the DCE will remove the student from the clinical experience and process them according to guidance in the Student Handbook and Policies and Procedures Manual.
3. Unprepared – Student does not meet academic progression standards (is in the process of course remediation or has not achieved good academic standing in all preceding coursework) or has demonstrated behaviors in gross conflict with the professional behaviors policy. Please refer to this policy in the Student Handbook Section 4.0, Academic Progression, for further details. Students unprepared for clinical education will

be recommended to the Academic Standards and Progression Committee as outlined in the Student Handbook, Section 4.0, Academic Progression.

Clinical Education Resource Flowchart

Clinical Education Assessments Completed by the Student		
DPT Student Mid-Rotation Survey	Exxat survey	Due during Week 3 of 8-week rotations Due Week 6 of 14-week rotation (the Friday prior to CIET midterm due date)
Online CIET self-assessment-midterm	Exxat CIET online	Due on Friday of Week 4 (8-week rotations) Due on Friday of Week 7 (14-week rotations)
Online CIET self-assessment-final	Exxat CIET online	Due on Friday of Week 8 (8-week rotations) Due on Friday of Week 14 (14-week rotations)
Physical Therapist Student Evaluation (PTSE) of the Clinical Experience & Clinical Site	Exxat PTSE	Upon completion of the clinical experience
Course Evaluation	Canvas	Upon completion of the clinical experience
Clinical Education Assessments Completed by the Clinical Faculty		
Clinical Site Information Form (SCCE)	Exxat	Annually upon slot confirmation
CI Information Form (CI)	Exxat Survey	Due on Friday of Week 1 of supervised rotation
Online CIET assessment-midterm	Exxat CIET online	Due on Friday of Week 4 (8-week rotations) Due on Friday of Week 7 (14-week rotations)
Online CIET assessment-final	Exxat CIET online	Due on Friday of Week 8 (8-week rotations) Due on Friday of Week 14 (14-week rotations)
Self-Assessment of the Clinical Experience (SCCE)	Exxat Survey	Annually upon completion of the clinical experience
Self-Assessment of Clinical Instruction (CI)	Exxat Survey	Annually upon completion of the clinical experience
Survey on Curriculum and Student Preparedness for Clinical Education (CI)	Exxat Survey	Upon completion of the clinical experience
ACCE/DCE Performance Faculty Survey	Exxat Survey	Annually upon completion of the clinical experience
Clinical Education Assessments Completed by the BGSU School of Physical Therapy Faculty Advisor/Coach/DCE		
Student Progression and Preparedness Report	Navigate	Prior to Student Progression Meeting each semester
Mid-term Conference Report	Exxat	Due on Friday of Week 5 (8-week rotations) Due on Friday of Week 8 (14-week rotations)
ACCE/DCE Self-Assessment and Academic Administrators Survey	Exxat Survey	Annually by DCE and CEAC
Exxat CAPTE Reports	Exxat	Annually
ACCE/DCE Performance Faculty Survey	Exxat Survey	Completed annually by Program Director and Core Faculty

4.7 CONFIDENTIALITY AND PRIVACY

Faculty and staff members have the responsibility to protect the confidentiality of student information and educational records in compliance with established FERPA guidelines consistent with the policies of BGSU. All faculty members will complete FERPA training as part of faculty orientation prior to beginning their teaching assignments in the program. Annual FERPA review will be provided by the Office of the Registrar.

4.7.1 Family Educational Rights and Privacy Act (FERPA)

1. The Family Education and Right to Privacy Act (FERPA) governs the disclosure of student education records. FERPA provides that student education records other than published directory information must remain private and confidential. Student non-directory information, which this law protects, includes class grades and grade point averages; social security numbers; disciplinary records; parent or guardian's name, address, and phone numbers; class schedules; and health records. However, this law does permit the disclosure, without the consent of the student involved, of confidential student information to faculty and staff members with legitimate educational interests. These policies apply to all students.
2. The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. They are:
 - a. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar or to the Provost/Vice President of Academic Affairs a written request that identifies the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
 - b. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want to change and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of

the right to a hearing.

- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is an individual employed by the University in an administrative, teaching, research, or support position (including campus security and health services personnel); an individual in the employ of a company or firm with whom the University has contracted for services (such as an attorney or auditor); an individual serving on the board of trustees; an individual serving on an official committee, such as a disciplinary or grievance committee; or an individual assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review the education record in order to fulfill his or her professional responsibility.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by BGSU to comply with the requirements of FERPA. FERPA contact information can be found at: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Institutions may disclose information on a student without violating FERPA regulations through what is known as "directory information." BGSU considers the following information to be directory information: Name, Major Field of Study, Dates of Attendance (current and past), Degrees and Awards received, Participation in Officially Recognized Activities and Sports, Weight and Height of Members of Athletic Teams.

Any questions concerning this policy should be directed to the Registrar's Office.

4.7.2 Confidentiality of Student Records

Faculty and staff members have the responsibility to protect the confidentiality of educational records in their possession in accordance with established [FERPA](#) guidelines and BGSU [Data Use and Protection Policy](#). No information concerning a student's progress or standing will be released to organizations or persons outside the university community without the student's consent.

A secure electronic record for each student is maintained that provides secure access to program administration and faculty as assigned.

The following procedures are utilized to ensure confidentiality of student records:

1. Electronic files are uploaded to secure folders within the BGSU network: Canvas, Navigate, One Drive, and myBGSU. Security measures such as firewall protection, VPN, secure wireless connections across the campus and remotely, duo two-factor authentication, and unique username and password provide high levels of information security and protection for these records. After graduation, the electronic records are archived and stored for future use as needed. Records are retained in accordance with BGSU policies.
2. Confidentiality of student records related to clinical education is discussed in the DPT Clinical Education Handbook, Section 1.8, Communication with Clinical Sites.
3. Confidentiality of student records related to admissions is discussed in the DPT Admissions Handbook, Section VI.2, Applicant Privacy and Confidentiality.
4. Should any hard copies of student records be required, they will be secured in a locked and fire-proof file cabinet in the office of the Operations Coordinator for the School of Physical Therapy. Records are retained in accordance with BGSU policies.
5. All student records are secured always with access limited to program faculty and staff.
6. All faculty and staff accessing student records, whether electronic or paper files, are responsible for the security and confidentiality of the file(s) until it is returned to secure storage. Students may gain access to their personal records under the direct supervision of program faculty or staff.

4.7.3 Confidentiality/Privacy of Student Counseling & Communications

It is the faculty member's responsibility to maintain student confidentiality and privacy at all times. If the faculty member is not in a location suitable for sensitive communication, they are obligated to defer the conversation until a more appropriate location is secured. This includes any needed conversations at clinical practice locations. For time-sensitive discussions, this may be as simple as moving to an unoccupied room or ensuring that both the faculty member and student are conversing in privacy in their own location. Whenever possible, faculty members should defer sensitive communication until they are in a private office. Regularly scheduled student counseling sessions or communications using Zoom or phone conversations will occur within the confines of private offices on campus or at home. Student counseling conducted during onsite lab immersive sessions will occur within designated counseling rooms at these off-campus locations.

4.7.4 Confidentiality in the posting of grades

Student grades for assignments and examinations are posted in the Learning Management System, Canvas, to ensure confidentiality.

4.8 FACULTY DUTIES AND WORKLOAD

4.8.1 Faculty Duties

The duties and assigned workload of the BGSU SoPT faculty are comprised of three general activities: Teaching, service (college/university, professional activities, and service to one's wider community), and scholarly/creative activities. Allocation of effort takes into consideration the varying demands of specific roles that each faculty member has within the program. Assigned workload activities are in alignment with the CAPTE Aggregate Program Data Workload report.

The SoPT considers teaching to be a primary responsibility of the faculty. The majority of faculty assigned workloads consist of teaching as primary faculty or secondary faculty but will vary based on the faculty member's roles within the program. For example, the Director-level positions will have less teaching workloads ($\leq 50\%$ of the total workload) and increased time dedicated to service responsibilities. The Program Director will have less teaching workload ($\sim 10\%$ of the total workload) and increased time dedicated to administrative responsibilities ($\sim 50\%$ of total workload). In contrast, core faculty will have workloads consistent with higher teaching loads ($> 50\%$ of the total workload).

4.8.2 Faculty Assigned Workload

Assigned workload will be reviewed annually with the Program Director and Director of Research and Faculty Development, and will be aligned with each faculty's development, goals, and annual performance review.

The total possible workload hours per year is 1,920 hours. [48 work weeks/year x 40 hours/week] Graduate conversion: $1,920 = 1.33 \text{ FTE}^*$

*FTE=1.33 (CAPTE required 1.33 FTE for a graduate full-time 12-month contract to obtain the total possible workload hours per year.)

The School of Physical Therapy bases workload on a maximum total of 30[#] units per faculty. The percentage of assigned workload allocated to each general activity corresponds to units (e.g. A 60% teaching load equals 18 units, 20% service equals 6 units, etc.).

[#]1 semester is equivalent to 16 weeks of 40 hours/week, for a total of 640 possible hours. 30 units yields an average of 10 units per semester. The workload for 12-month Core QRF includes 60% teaching (18 units). One unit of teaching is equivalent to 64 clock hours or 1 credit hour.

Therefore, each faculty position has a workload breakdown as follows:

Faculty Workload

Faculty Position	Teaching	Service	Scholarship	Total
Program Director (PD) [†]	10% (3 units)	10% (3 units)	30% (9 units)	100% (30 units)
Director of Curriculum (DC)	40% (12 units)	40% (12 units)	20% (6 units)	100% (30 units)
Director of Clinical Education (DCE)*	40% (12 units)	40% (12 units)	20% (6 units)	100% (30 units)
Director of Admissions (DA)	40% (12 units)	40% (12 units)	20% (6 units)	100% (30 units)
Director of Research & Faculty Development (DRFD)	30% (9 units)	40% (12 units)	30% (9 units)	100% (30 units)
Director of Student Affairs (DSA)	30% (9 units)	50% (15 units)	20% (6 units)	100% (30 units)
Director of Diversity & Belonging (DDB)	50% (15 units)	30% (9 units)	20% (6 units)	100% (30 units)
Core Faculty (QRF)	60% (18 units)	20% (6 units)	20% (6 units)	100% (30 units)

[†]PD assigned workload includes 50% Administrative, this is the only position in SoPT with assigned administrative load

*Assigned workload for the DCE is divided into 0.75 x credit hour = teaching load, 0.25 x credit hour = service.

4.8.3 Teaching

Teaching responsibilities are assigned upon initial hire and annually thereafter. The Program Director, the Director of Curriculum, Curriculum Committee, and the Committee of the Whole will make necessary adjustments in faculty teaching assignments during the Annual Curriculum Review. Teaching assignments are based on interest, level of expertise, and need. The Program Director will adjust teaching loads based on faculty responsibilities related to teaching, scholarship, and service (college, professional activities/clinical practice and service to one's wider community).

Primary Faculty: The individual responsible for the course, when the course involves additional faculty member(s) (e.g. associated faculty, , guest lecturers, etc.). Responsible for all course preparations, teaching, grading, student communication, post-course assessment, and oversight for secondary instructor(s) and associated faculty.

Secondary Faculty: The individual responsible for providing instruction in a course with multiple faculty. Responsible for duties related to teaching, grading, student communication, or other responsibilities negotiated with the primary instructor. May also provide oversight to associated faculty. A special category of secondary faculty may include assignment as lab support which will focus on supporting the lab immersion components of the course both in advance and during the scheduled immersion. Other duties of lab support faculty may include limited teaching, periodic grading, and assisting with student communications.

Associated Faculty: The individual who assists the primary faculty and secondary faculty in the online and/or laboratory setting. Time may include direct student supervision, guest lectures, and/or assistance with grading (Note: For clarifications purposes, the university may refer to these positions as "adjunct" and/or "lab assistant").

4.8.4 Service

Faculty are expected to serve as role models and, as such, are expected to participate in college, professional, and community service.

University/College/School Service— BGSU, the College of HHS and SoPT rely on faculty members to actively engage in administrative responsibilities, such as student advising, program and college committee participation and leadership, and assisting in the day-to-day operations. Fulfilling such responsibilities is encouraged. Included in this domain, Director-level faculty service allocation is increased by 10-50% to accommodate added responsibilities. Core faculty may also receive small workloads to support additional administrative activities as needed by the program. Examples of areas for administrative functions include:

- a. Facilitate strong curriculum design, coordination among courses, assessment, faculty development opportunities, participative governance, and promotion of service in multiple capacities
- b. Recruit diverse and exceptionally talented faculty and staff who, together, support the mission of the Program and College
- c. Provide leadership in pursuing the vision, living the mission, and serving as a representative of the College to external communities
- d. Secure appropriate support for the academic, human, fiscal, and physical resource needs of the program
- e. Lead the strategic planning process
- f. Foster faculty and staff development in all domains
- g. Facilitate ongoing refinement and rigorous curricular assessment
- h. Foster workplace culture that promotes communication, collaboration, and collegiality
- i. Ensure that the regular evaluation of all core faculty members occurs and that the evaluation results in an organized development plan that is linked to the assessment of the individual core faculty member and to program needs
- j. Ensure that regular evaluation of associated faculty members occurs and is used to determine the relevance of course content, the effectiveness of teaching, and, as appropriate, the effectiveness of student evaluation
- k. Plan and administer the program's financial resources
- l. Facilitate effective communication with all program faculty members and other people and departments directly and indirectly involved with the program

Professional Activities/Clinical Practice – Faculty members are expected to join and participate in professional organizations. Participation may be at the local, state or national level. Opportunities for service within professional organizations may be part of the faculty member's professional development plan.

Clinical practice is within the domain of professional activities. Time for clinical practice is available for all core faculty with requirements to maintain clinical expertise. Faculty members are expected to perform patient care as necessary to maintain clinical skills and credentials, but that work is not to interfere with faculty responsibilities within the DPT Program. Clinical credentialing is maintained through clinical practice. Treating patients on campus is not permitted unless performed as part of approved research activities. Clinical practice hours will be reviewed annually with the DPT Program Director and typically will not exceed twenty percent (20%) of the faculty workload.

Service to One's Wider Community - Faculty members are expected to participate in the institution and program-sponsored community service opportunities. Additionally, individual service within personal respective communities is highly encouraged.

4.8.5 Scholarship

BGSU and the School of Physical Therapy provide support and resources to all approved faculty-directed research and scholarly activities. In addition to internal research activities, the program encourages collaborative research opportunities with other academic institutions, clinical sites, and other entities that promote student- learning, best practice patterns, and enrich the physical therapy profession.

Each core faculty member will have a well-defined, ongoing scholarly agenda that contributes toward the overall mission, goals, and expected outcomes of the DPT Program. All faculty members will meet annually with the Director of Research and Faculty Development to create and/or maintain a scholarship plan that includes grant activity, the development of new research proposals, and/or review of ongoing projects and collaborations. Scholarship plans and activities are also discussed with the Program Director as part of annual performance evaluations. All scholarship plans will identify specific resource needs (i.e., facilities, personnel, equipment, and funding) for ongoing and planned projects. Resourcing needs are considered during the annual budgeting process. Faculty members are expected to meet CAPTE's requirements for scholarly productivity (refer to section 4.26 Research and Scholarship).

4.9 ASSESSMENTS

The Bowling Green State University Academic Honesty Policy must be observed during all student assessments. The DPT program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.

4.9.1 QUIZZES AND EXAMINATIONS

- a. Faculty will incorporate written quizzes or examinations at opportune times

during the course, and at a minimum one time during the academic term. These evaluation instruments typically consist of a variety of multiple choice, true/false, matching, short answer, and/or essay questions to assess the depth and breadth of student knowledge. Examinations are designed as high-stakes student assessments that will comprise a significant portion of each student's course grade. This testing environment is specifically geared towards assessing student comprehension, determining student readiness for clinical education experiences, and preparing graduates for national licensure examination. Examinations and quizzes are typically conducted online using various testing and security platforms.

4.9.2 PRACTICAL EXAMS AND COMPETENCY SKILL CHECKS

- a. Practical examinations and competency skill checks are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations are used to assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student's ability to perform specific examination and/or treatment techniques for a body region or simulated patient presentation. These assessments include required demonstration of appropriate professional behaviors and safety awareness during the activity.

4.9.3 OTHER OPPORTUNITIES FOR ASSESSMENT

- a. Online Forum Discussions may be used periodically in didactic courses. Students contribute to online text and/or video-based discussions using original posts and response posts to faculty/classmate questions.
- b. Integrated Clinical Observations may be used in patient management courses to provide students with early exposures to clinical practice. These clinical experiences typically require students to observe and report on a patient evaluation and/or treatment session at a local physical therapy clinic.
- c. Faculty maintain an active learning environment within courses using a variety of assignments with innovative instructional technologies and teaching andragogies. These individual and/or group learning activities may include critical (evidence-based) reviews of the literature, health promotion/educational projects, professional development projects, role-playing exercises, and video uploads of examination and treatment skill demonstrations.
- d. In addition to course-specific evaluations, students participate in personal and professional reflection activities, as well as self- and peer-assessment during multiple courses within the curriculum. These activities develop essential skills as a mindful, reflective practitioner. These reflections, assessments, and other activities are discussed with faculty coaches; with action plans developed to address identified weaknesses and facilitate professional development.

4.10 GRADE REPORTING AND APPEALS

Course grading is posted within the Learning Management System. Faculty members will post final grade reports to MyBGSU and in accordance with established BGSU timelines.

4.10.1 Academic Course Grading

1. The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. The means by which a final grade is computed may include but are not limited to, written examinations, practical examinations, skill checks, oral presentations, written assignments, laboratory exercises, online class participation, clinical participation, and clinical performance.
2. All courses in the DPT program are grading on the following scale:

A = 90.00 – 100.00%	B = 80.00 – 89.99%	C = 70.00 – 79.99%
D = 60.00 - 69.99%	F = 59.99% and below.	
3. Final course grades are calculated to two decimal points.
4. Clinical education courses are graded on a satisfactory (S) or unsatisfactory (U) scale.
5. An INC (incomplete) may be given only when a student fails to fulfill a specified requirement in a course. An incomplete may be given at the discretion of the instructor, only with the agreement of the student (exceptions may be considered on a case-by-case basis). The instructor should notify the student of the deadline and expectations for completion. An INC may be removed, and a grade substituted if the student completes course requirements to the satisfaction of the instructor prior to the deadline established by the Graduate College (or prior to an earlier deadline established by the instructor).
6. A course taken for graduate credit in which a grade of D, F, or U is received may not be used to meet degree requirements or to meet the minimum credit hour requirements for a graduate degree. The course grade will be based on individual student performance according to the established grading criteria.
7. Students are required to achieve a final grade of “C” or higher (i.e., $\geq 70.00\%$) for all academic courses. It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and his/her advisor.

4.10.2 School of Physical Therapy Grade Appeal Procedure

For a final course grade, the student has twenty-four (24) hours from grade posting to initiate the appeal process within the DPT program. To appeal a grade in a course, the student should write a letter via email to the primary course faculty and copy the Director of Student Affairs (DSA). The student's formal appeal letter should include the following information:

1. All relevant information related to the issue being appealed;
2. Any evidence to be considered during the appeal review; and
3. The student's desired outcome.

The primary course faculty will review the appeal letter and make a decision within twenty-four (24) hours of receiving the letter.

If the grade is overturned, the student will be notified of the adjusted course grade.

If the grade is upheld, the course grade will remain and proceed to the Academic Standards and Progression Committee as needed.

4.10.3 Graduate Appeals Policies

1. PRE-APPEALS PROCEDURE

Prior to initiating a formal appeal, a student should consult with the instructor (grade appeal), graduate program coordinator (academic appeal), or supervisor (assistantship-related appeal). The Graduate College encourages students to seek a solution to all issues at the most local level, ensuring the least disruption to the learning experience.

2. TIMELINE AND NOTIFICATION OF INTENT TO APPEAL

To be eligible to appeal, a student must notify the Graduate College of their intent to appeal. This notification must be received within 14 calendar days of the decision under appeal.

3. INITIATING THE FORMAL APPEAL

If an issue is not able to be resolved with the above informal consultation, a formal appeal can be initiated with a letter to the instructor (grade appeal), graduate program coordinator (non-grade academic appeal), or supervisor/graduate program coordinator (assistantship-related appeal), with a copy sent to the Graduate College Dean or designee.

It is the student's responsibility to inform the Graduate College of the intent to appeal, and follow the procedures outlined in this policy. To ensure a comprehensive review, the student's formal appeal letter should include the

following information:

- a. The type of appeal being filed;
- b. All relevant information related to the issue being appealed;
- c. Any evidence to be considered during the appeal review; and
- d. The student's desired outcome.

The School of Physical Therapy Director of Student Affairs and the Graduate College Dean or designee should be included in all communications related to appeals.

Students should continue to participate fully in the course during the appeals process. View the [Graduate Appeals Policies](#) for complete details.

4.10.4 Financial Effect of Appeal Process

Given the accelerated nature of our DPT program, students are registered for both sessions in each academic term/semester. A student who initiates a formal appeal will continue with the second session of the term while the appeal is being processed. Students should contact the [Financial Aid Office](#) regarding the financial effect of an appeal.

4.11 ASSESSMENT/REMIEDIATION

4.11.1 Written Examinations

Students are provided only one opportunity to take written examinations within academic courses. Remediation and re-testing are not offered for failed written examinations.

4.11.2 Practical Examinations and Competency Skills Checks

Practical exams and skills checks are graded assessments of the student's psychomotor skills, clinical reasoning skills, professional behaviors, and safety awareness in a simulated patient scenario. A student must pass these assessments to successfully pass each course and demonstrate their adequate preparation for clinical education experiences. Any demonstration of unsafe, unprofessional, or unethical behavior during these assessments will result in an automatic failure regardless of overall score on the exam. Students who fail a practical exam or skills check due to unsatisfactory performance or behavior will be afforded one opportunity to re-test and pass the examination. Prior to a re-test, the student will discuss their performance with the course instructor or examiner and may be required to complete remedial training to ensure satisfactory achievement of requisite knowledge and skills. The course instructor or examiner will determine when the re-test will be conducted. Unless special arrangements can be made, the re-test must be completed during or immediately after the lab immersion session. Students are responsible for rescheduling transportation and/or lodging if additional onsite time is necessary for remediation or retesting. The highest possible grade for a practical exam and skill check re-test is 75%. Any student who fails a practical exam or skill check re-test will fail the course and can receive a grade of no higher than a 69.99% (D) for the course. Remediation of all other learning activities within a course is at the discretion of the primary faculty of the course and faculty member assigning the activity.

4.12 ACADEMIC AND PROFESSIONAL PROBATION

According to the Graduate College Academic Progress Policy at BGSU, the Graduate College may place a student on probation if they fail to maintain the academic and professional standards of the program or fail to achieve the expectations for progression. The School of Physical Therapy Academic Standards and Progression Committee will make the recommendation of probation upon the occurrence of any one of the following grounds:

1. More than one course with an average examination score of <70%
2. Cumulative GPA of less than 3.00 at the end of any semester for the first time.
3. Violation of the BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for Professional Conduct](#), and the [APTA Code of Ethics](#) to a degree that does not warrant immediate dismissal.

The student is notified of the probation in writing by the Graduate College. If a student is placed on academic or professional probation, they are required to initiate contact with their academic coach to develop a written success plan. The student, academic coach, and the DSA will work together to develop this plan. The plan will be signed and uploaded to the student record in Navigate. Academic coaches will support the student in carrying out the success plan, will establish regular meetings with the student throughout the duration of the semester, and will provide periodic updates on these sessions to the DSA. The written success plan should be submitted to the Graduate College within one month after the start of classes during the following semester.

After a semester of probationary status, the Academic Standards and Progression Committee and the Graduate College will determine whether to a) reinstate good standing, b) continue the probation with an updated written success plan, or c) dismiss the student from the program.

A second failure to maintain the academic or professional standards of the program or inability to achieve the expectations for progression will likely result in dismissal from the program. If the decision is made to dismiss the student, the Graduate College will notify the student in writing and the Registrar will make the proper notation on the student's record.

Given the variable and complex nature of financial aid, students should contact the Financial Aid Office regarding the financial effect of probationary status.

4.13 ACADEMIC WITHDRAWAL

To withdraw from the University in good standing, meaning all courses for the semester are withdrawn, the student must obtain permission from the graduate dean of the college.

Given the accelerated and sequential nature of the Doctor of Physical Therapy Program, a student who withdraws from one or more courses for any reason does not meet the minimum requirements for progression in the program and will therefore be referred to the Graduate College for dismissal from the program.

Once a student completes the official withdrawal process, the refund calculation will be based on the date of the withdrawal. Students should contact the Financial Aid Office regarding the financial effect of academic withdrawal.

4.14 ACADEMIC DISMISSAL

According to the Graduate College Academic Progress Policy at BGSU, the Graduate College may dismiss a student if they fail to maintain the academic and professional standards of the program or fail to achieve the expectations for progression. The School of Physical Therapy Academic Standards and Progression Committee may make the recommendation of dismissal upon the occurrence of any one of the following grounds:

1. A student receives a grade less than "C" in any academic course or an "Unsatisfactory" in any clinical course.
2. A student receives a "W" in any academic or clinical course.
3. A student has a cumulative GPA of less than 3.0 at the end of any semester and fails to raise the cumulative GPA to 3.0 or higher at the end of the next semester (probationary semester).
4. Inability to demonstrate professional behaviors, as outlined in the professional conduct remediation plan, at the completion of one semester on academic probation.
5. A student is placed on probation for either academic or professional concerns for a second semester.
6. Violation of the BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for Professional Conduct](#), and/or the [APTA Code of Ethics](#) to the extent that warrants student removal from the program.
7. Inability to be removed from probationary status in the time frames established in the written success plan submitted to the Graduate College.
8. Student is deemed to be unprepared for clinical education
9. Any determination by the Program Director, School of Physical Therapy Faculty that the student is not meeting the requirements of the School of Physical Therapy and Bowling Green State University.

The student is notified of this academic dismissal in writing by the Graduate College and is informed of the appeal procedure. Included in the notice is information regarding loss of all privileges and services from the School of Physical Therapy and Bowling Green State University.

Any student who is dismissed from the program for the first time may be considered for readmission. The student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee re-admittance.

4.15 LEAVE OF ABSENCE POLICY

The Graduate College has a Leave of Absence Policy for use as needed. Students may request an approved leave of absence from the university by sending a request, endorsed by the Graduate Coordinator/Director of Student Affairs, to the Graduate College. Students should work with the Office of Registration and Records in regard to withdrawing from their coursework while on leave of absence. See the policy for complete details.

Given the accelerated and sequential nature of the Doctor of Physical Therapy Program, an approved leave of absence must allow the student enough time to enroll with the following cohort to progress sequentially in the curriculum. This is termed deceleration. Any deceleration specific to clinical education courses must be approved by the Director of Clinical Education. Congruent with the policy, the maximum approved leave of absence is twelve months.

Once a student completes the official withdrawal process with the Office of Registration and Records, the refund calculation, if applicable, will be based on the date of the withdrawal. Students should contact the Financial Aid Office regarding the financial effect of a leave of absence.

4.16 ADVANCED PLACEMENT AND TRANSFER OF CREDIT

Given the accelerated and sequential nature of the DPT Program, all courses required for the Doctor of Physical Therapy degree, both didactic and clinical, must be completed with the BGSU School of Physical Therapy. The BGSU School of Physical Therapy does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

4.17 GRADUATION REQUIREMENTS

For a student to graduate from the Doctor of Physical Therapy program, the student must be in a good academic and professional standing, have had satisfactory progress in all terms of the academic program, and satisfactorily complete the following:

1. Successfully complete the required credit hours of academic and clinical education course work.
2. Maintain a minimum cumulative grade point average of 3.00 or above.
3. Achieve a “Satisfactory” or letter grade of “C” (70%) or better in all academic and clinical courses as stipulated within each course syllabus, which includes the PEAT requirement in PHYT 7910 Capstone Course.
4. Achieve entry-level competence as a physical therapist, as demonstrated on the Clinical Internship Evaluation Tool (CIET).
5. Exhibit professional behaviors consistent with clinical practice as described in the [APTA Guide for Professional Conduct](#), the [APTA Code of Ethics](#), and the Technical Standards and Essential Functions within the DPT Student Handbook.
6. Complete all required Bowling Green State University and DPT Program documents in preparation for graduation.
7. Honor all professional and financial obligations to Bowling Green State University as published in the Bowling Green State University and DPT Program Handbooks, and as specified in any written communications from university administrators.

*Refer to the BGSU [Graduate College Catalogs, Policies, and Procedures](#) for additional details.

4.18 LICENSURE

All physical therapists are required to obtain a license as a physical therapist from the physical therapy section of the Ohio OTPTAT board. A person who is licensed as a physical therapist in another state cannot teach physical therapy in the state of Ohio for more than one year without obtaining a license in the state of Ohio.

4.19 MEETINGS

4.19.1 DPT Program Director and Faculty Meetings

The Program Director conducts bi-weekly meetings with the Oversight Committee. These meetings provide the opportunity to discuss ongoing issues important to the effective and efficient operation of the DPT Program as well as information related to program assessment.

The DPT Program generally conducts twelve (12) scheduled faculty meetings each year (Committee of the Whole), plus annual faculty retreats (e.g. strategic planning, curriculum review). Additional faculty meetings will be scheduled as needed. Monthly faculty meetings are held via video teleconference. All core faculty members are required to attend. Associated faculty members who are currently teaching a class are strongly encouraged to attend the meeting.

In faculty meetings preceding clinical education experiences, the DCE and core faculty assess individual student preparedness for these experiences and discuss any additional issues surrounding student participation in clinical rotations (e.g., clinical site or faculty concerns, student placement issues, etc.).

The faculty retreats occur annually. All core faculty and staff will attend and participate. The faculty retreats consist of two major focus areas:

1. **Annual Curriculum Review:** This review will involve evaluation of collected data and feedback from various stakeholders; critical assessment of our effectiveness in meeting goals, outcomes, and professional practice expectations; identification of curriculum strengths and weaknesses; and development of strategies for curriculum improvement.
2. **Strategic Planning Meeting:** This meeting focuses on program assessment in achieving the stated goals and outcomes; development or revision of our mission, vision, and objectives as appropriate; and the establishment of short-term (1-2 years) and long-range (3-5 years) goals and objectives. This meeting also contributes to annual program budgeting processes.

4.19.2 Associated and Clinical Faculty Involvement

Associated and Clinical Faculty are invited and encouraged to attend program meetings whenever possible. Regular use of webinar technology for all faculty meetings will facilitate this involvement more so than onsite only meetings. Webinar technology is also available for annual meetings (e.g. strategic planning, curriculum review) to facilitate associated and clinical faculty members participation as available.

It is recognized that Associated and Clinical Faculty will not always be available to

participate in DPT Faculty Meetings. For this reason, several other options are available these faculty members to provide program and curricular input:

1. **Associated Faculty.** All associated faculty will complete an end-of-course survey for all courses in which they teach, co-teach or assist. The respective Primary Faculty will provide all faculty team members with a copy of student end-of-course evaluation results. As part of the post- course analysis process, Primary faculty will contact associated faculty members following each course to discuss end-of-course evaluation results, solicit faculty feedback regarding course execution, student participation and performance, and identify potential improvements for the next course iteration.
2. **Clinical Faculty.** Clinical education faculty members contribute to the design, implementation, and assessment of the DPT curriculum plan through formal and informal feedback processes. The program actively solicits clinical faculty input through student evaluations, clinical education surveys and webinars, and faculty meetings.

Indirect feedback is received from each clinical instructor through PT Clinical Internship Evaluation Tool assessments and midterm conferences/site visits relative to individual student performance.

These assessments and conferences identify student weaknesses that may be indicative of programmatic issues. Follow-up discussions between the DCE and the clinical faculty member develop further understanding of the issue(s) and provide the clinical faculty with opportunities to affect curriculum design and content.

The program uses two direct feedback mechanisms following each clinical education experience. First, the DCE sends the Survey on Curriculum and Student Preparedness for Clinical Education form, located in the Learning Activities section of EXXAT, to all clinical faculty immediately after completing a clinical experience. Rather than assessing student performance, this instrument surveys clinical faculty on the program's overall curriculum and its ability to prepare students for clinical education. The DCE may also conduct Post-Clinical Education webinars on varying dates and times to facilitate maximum participation by clinical faculty members. These webinars may provide a platform for the DCE and clinical faculty to discuss programmatic issues that developed during the clinical experience, the placement of the clinical education within the curriculum, student preparedness for the clinical education experience, and potential improvements for the next course iteration.

3. All Associated and Clinical Faculty are encouraged to contact the Program Director, Director of Clinical Education, or the Director of Curriculum via email or phone if they have specific program, curriculum, student performance, or

other issues that warrant discussion.

4.19.3 Faculty Meeting Agenda and Minutes

The Program Director will establish and publish an agenda prior to each meeting. In general, monthly meetings will include: 1) Program Director and Committee reports, to include: Admissions, Curriculum, Student Affairs, Clinical Education, Operations, Research, and Program Assessment; 2) Old business; and 3) New business.

The DPT Program Administrative Assistant will prepare accurate meeting minutes. Minutes of the meeting will be submitted to the Program Director and faculty members for approval following each meeting. Minutes will be maintained on a secured shared drive.

4.20 OFF-CAMPUS ACTIVITIES

Students are responsible for their own transportation to off-campus activities and between campus sites unless previously arranged by the program. Any off-campus lab facility used by the DPT Program will be considered an on-campus location during on-site instruction.

4.21 OFFICE SPACE

4.21.1 Office email

All core faculty and staff, regardless of location, are provided computers with BGSU email. Faculty and staff are responsible for checking these accounts on a regular basis.

4.21.2 On-Campus Office Space

On-campus office space is optional for core faculty members living in Bowling Green or the local area. Core faculty and staff visiting BGSU are provided reserved office space as needed for class preparation, student counseling, or scholarly activities. All DPT Program administrative support staff living in Bowling Green or the local areas and working on campus are provided office space.

4.21.3 Off-Campus Office Space (During Lab Immersions)

During onsite lab immersions, the DPT Program will have access to a faculty conference room and one or more counseling rooms. Core or associated faculty members may use the conference room space for all class preparation activities and faculty meetings. The DPT Program will have access to a printer near the conference room during lab immersions for faculty printing. All student counseling will be performed in designated counseling rooms to maintain student privacy and confidentiality. Space will also be provided for small advisory group discussions.

4.21.4 Home Office Space

Core faculty members who reside distant to Bowling Green will maintain home office space that is conducive to their professional responsibilities, to include teaching, administration, advising, and scholarly activities. Office space must be private. All student-

counseling sessions must be conducted in this private space to maintain confidentiality. Office space must be free of distractions during online synchronous learning activities and all faculty meetings. Office space must include access to reliable high-speed Internet service. Maintenance of a home office, including office supplies, is at the expense of the faculty member.

4.22 OFFICE HOURS

All core faculty members must establish and publish regular online office hours each semester in which they teach on the course syllabus. During scheduled office hours, faculty members will make themselves available to students through all published contact mechanisms (i.e., phone, email, video teleconference, or through the University's Learning Management System). Faculty will make arrangements with students for practice outside of scheduled lab immersion times as needed.

4.23 ORIENTATION

4.23.1 Core Faculty

It is essential that all new core and associated faculty members are oriented to both Bowling Green State University (BGSU) and to their new faculty responsibilities. BGSU is committed to ensuring faculty members are prepared to be effective in the delivery of our blended curriculum. As part of programmatic orientation, new core faculty members are required to complete the DPT Core Faculty Orientation and Onboarding Plan in Canvas. Faculty will receive the DPT Student Handbook, the DPT Policies and Procedures Manual, the [College of Health and Human Services Faculty Handbook](#), and required in-service training (e.g. Prevent Sexual Violence Together, Mandatory Reporter Training, Prevent Discrimination and Harassment, Anti-Hazing, Ohio Ethics Law).

Orientation may occur remotely through electronic communication, video teleconferencing and/or meetings with the Program Director, Curriculum Director, and/or Director of Research & Faculty Development. If necessary, specific elements may be deferred until the faculty member is available onsite or during a lab immersive. Faculty assigned to participate in courses within the DPT program will complete the prescribed classroom management onboarding modules at least one-month prior to beginning assigned classroom duties.

For the core faculty, onboarding includes a yearlong mentorship that helps support, develop, and retain faculty. Topics consist of content related to administration, faculty responsibilities, accreditation, policies and procedures, research and scholarship, resources, and student support. New core faculty members will be matched to a faculty mentor who will be able to assist with the onboarding process. Directors over these areas and will support core faculty during this timeframe.

Other required in-service training may include review of faculty job descriptions; specific

course participation guidelines; blended learning teaching tips and andragogy's used within the program; instructional technology tutorials, including the Learning Management System (Canvas); program technologies (as needed); and administrative requirements such as travel policies and expense reporting.

*Core Faculty can access the *DPT Core Faculty Orientation and Onboarding Plan* through Canvas.

4.23.2 Associated Faculty

The program provides initial professional development to all associated faculty as part of orientation and onboarding. This orientation ensures preparedness and the ability to serve in assisting faculty either for grading or teaching within the didactic course or lab immersion. Associated faculty will have an onboarding process provided through Canvas. Faculty will receive the DPT Student Handbook, the DPT Policies and Procedures Manual, the [College of Health and Human Services Faculty Handbook](#), and required in-service training (e.g. Prevent Sexual Violence Together, Mandatory Reporter Training, Prevent Discrimination and Harassment, Anti-Hazing, Ohio Ethics Law).

Additionally, any DPT Program specific training will be provided (e.g. blended learning teaching tips and pedagogies used within the program, instructional technology, tutorials, including Canvas, Zoom, and administrative requirements such as BGSU associated faculty travel policies and expense reporting). Orientation may occur remotely through electronic communication, video teleconferencing and/or meetings with the Program Director, Curriculum Director, and/or Director of Research & Faculty Development. If necessary, specific elements may be deferred until the associated faculty member is available onsite or during a lab immersive. Faculty assigned to participate in courses within the DPT program will complete the prescribed classroom management onboarding modules at least one-month prior to beginning assigned classroom duties.

*Associated Faculty can access the *DPT Associated Faculty Orientation and Onboarding Plan* through Canvas.

4.24 PERFORMANCE EVALUATION

4.24.1 Core Faculty

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: School of Physical Therapy (SoPT)

Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One through Six

Criteria used for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) of Qualified Rank Faculty (QRF) evaluate teaching scholarly/creative activity and service. QRF will be reviewed based on their assigned workload. Customarily, QRF are assigned 60% teaching, 20% scholarly/creative activity, and 20% service, however, a QRF may be assigned a different allocation of effort based on needs of the program. QRF may be given administrative

responsibilities, such as coordinator of a program, of which the allocation of effort may be reduced. Allocation of effort of QRF applies to all faculty members within the SoPT, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SoPT Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment and promotion must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their assigned workload. All QRF members are required to have a bachelor's, master's, or doctorate degree in physical therapy from an accredited school. If the QRF member has a bachelor's or master's degree in physical therapy, or are not a physical therapist, they must have a terminal academic degree (e.g. PhD, EdD, DSc, ScD, DHSc, etc.) in physical therapy, rehabilitation, or education. All QRF faculty who are physical therapists are required to have an active, valid, and unencumbered license as a Physical Therapist in the state of Ohio.

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of QRF who are under review for reappointment.

Beginning the first year of a teaching appointment, QRF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy.

For each APR, QRF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least four pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness (see table 1);
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e.

- office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarship Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one’s discipline is a responsibility of all QRF members in the SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarly/creative activity. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy. QRF submitting materials for APR/EPR shall submit at least two pieces of evidence of scholarship effectiveness. Scholarly/creative works are categorized into two tiers as follows:

Tier 1

1. Peer-reviewed publications (published, in-press) in journals or symposia. Accepted articles must be in-press by the EPR.

2. Publication of books, book chapters, monographs, or review articles
3. Peer-reviewed or Refereed Conference Educations Session at a national or international professional conference
4. Successful procurement of an external grant
5. Significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations
6. Commercialization outcome, such as a patent or licensing of intellectual property

Tier 2

1. Poster or Platform Presentations at national or international meetings sponsored by professional societies or organizations recognized for leadership in the discipline
2. Peer-reviewed abstracts published in journals and proceedings of leading societies in the discipline
3. Successful procurement of an internal grant
4. Presentations at state or regional meetings sponsored by professional societies or organizations recognized for leadership in the discipline
5. Professional development activities provided on- or off-campus related to physical therapy
6. Local presentations for the benefit of the profession, university, or community related to physical therapy
7. Community outreach with evaluation component

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation.

Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF APR and EPR Materials

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Both APR and EPR shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in the APR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness, and
- e. Evidence of service effectiveness.

Evidence considered in the EPR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of annual performance reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF APR and EPR Process

APR shall be conducted by the Director of the SoPT. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Assistant Professor to QRF-Associate Professor

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;

- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarly/Creative Activity Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one’s discipline is a responsibility of all QRF members in SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for promotion, candidates are expected to have:

1. One (1) peer-reviewed publication (Tier 1, #1 or #2) and two (2) additional Tier 1 activities
2. Five (5) or more Tier 2 activities

*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured

by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts.

This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA).

Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship, and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost.

Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Associate Professor to QRF-Professor:

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least six pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. Two or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarly/Creative Activity Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one’s discipline is a responsibility of all QRF members in SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for promotion to Clinical Professor, candidates are expected to have:

1. Two (2) peer-reviewed publications (Tier 1, #1 or #2 and two (2) additional Tier 1 activities
2. Seven (7) Tier 2 activities

*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or

professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation.

Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least six total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship, and Service narratives;

- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director.

The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards Used in APRs and EPRs of Tenured Track Faculty (TTF)

Criteria used for APR and EPR of TTF evaluate teaching, scholarship, and service. TTF will be reviewed based on their assigned workload. Customarily, TTF are assigned 50% teaching, 30% scholarly/creative activity, and 10% service, however, a TTF may be assigned a different allocation of effort based on needs of the program. Allocation of effort of TTF applies to all faculty members within the SoPT, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SoPT Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their assigned workload. All QRF members are required to have a bachelor's, master's, or doctorate degree in physical therapy from an accredited school. If the QRF member has a bachelor's or master's degree in physical therapy, or are not a physical therapist, they must have a terminal academic degree (e.g. PhD, EdD, DSc, ScD, DHSc, etc.) in the area of physical therapy, rehabilitation, or education. All QRF faculty who are physical therapists are required to have an active, valid, and unencumbered license as a Physical Therapist in the state of Ohio.

Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of TTF who are under review for reappointment.

Beginning the first year of a teaching appointment, TTF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. For each APR, TTF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least four pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness (see table 1);
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarship Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one’s discipline is a responsibility of all QRF members in the SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarly/creative activity. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy. QRF submitting materials for APR/EPR shall submit at least two pieces of evidence of scholarship effectiveness. Scholarly/creative works are categorized into two tiers as follows:

Tier 1

1. Peer-reviewed publications (published, in-press or acceptance letters) in journals or symposia. Accepted articles must be in-press by the EPR.
2. Publication of books, book chapters, monographs, or review articles
3. Peer-reviewed or Refereed Conference Educations Session at a national or international professional conference
4. Successful procurement of an external grant
5. Significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations
6. Commercialization outcome, such as a patent or licensing of intellectual property

Tier 2

1. Poster or Platform Presentations at national or international meetings sponsored by professional societies or organizations recognized for leadership in the discipline
2. Peer-reviewed abstracts published in journals and proceedings of leading societies in the discipline
3. Successful procurement of an internal grant
4. Presentations at state or regional meetings sponsored by professional societies or organizations recognized for leadership in the discipline
5. Professional development activities provided on- or off-campus related to physical therapy
6. Local presentations for the benefit of the profession, university, or community related to physical therapy
7. Community outreach with evaluation component

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;

- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Unit Faculty Involvement in the TTF APR and EPR Process

APR shall be conducted by the Director of the SoPT. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

Faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review; Assistant Professor to Associate Professor with Tenure

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of TTF who are under review for promotion.

TTF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of

the candidate’s teaching philosophy and pedagogy.

The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate’s teaching practice and philosophy. The TTF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarly/Creative Activity Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative

practice of one's discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting.

TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for tenure, candidates are expected to have:

1. Three (3) peer-reviewed publications (Tier 1, #1 or #2) and one (1) additional Tier 1 activity
2. Six (6) Tier 2 activities

*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates

shall include at least five total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

TTF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the TTF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free. TTF promotion materials must include a dossier consisting of the candidates' current CV in BGSU format and the following supportive documentation:

- a. Copies of previous three APRs (including current academic year);
- b. Teaching, scholarship, and service narratives
- c. Teaching effectiveness
- d. Scholarship effectiveness
- e. Service effectiveness

Unit Faculty Involvement in the Tenure and Promotion Process

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation

to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards Used in Promotion Review; Associate Professor to Professor

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of faculty who are under review for promotion.

Candidates shall maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy.

A portfolio, providing documentation for the immediate six-year period, will be reviewed as the primary source of information. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;

- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarly/Creative Activity Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one’s discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness.

A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet scholarly/creative activity standards for promotion to Professor, candidates are expected to have:

1. Three (3) peer-reviewed publications (Tier 1, #1 or #2) and two (2) additional Tier 1 activities
2. Eight (8) Tier 2 activities.

*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured

by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of Promotion Materials

Tenured faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the

candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.

Unit Faculty Involvement in the Promotion Process:

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: School of Physical Therapy

Merit/Fixed Market raises refer to the component of salary raises that are provided to Bargaining Unit Faculty Members (hereafter, BUFM) who meet or exceed their assigned unit performance expectations. In any given year, it is possible that all of the faculty members in an academic unit may be eligible for merit salary raises.

Merit/Fixed Market eligibility will be based on meeting or exceeding unit performance expectations for merit in the following areas: Teaching Effectiveness, Scholarly/Creative Activity, and Service. Each BUFM will receive merit scores for the appropriate performance areas as well as an overall merit score which will identify whether the BUFM's performance was unacceptable, did not meet expectations for merit, met expectations for merit, or exceeded expectations for merit.

Merit Criteria, Performance Indicators and Expectations:

Overview

Merit will be based on meeting or exceeding unit performance expectations that are assigned to the BUFM on the following performance criteria: Teaching Effectiveness, Scholarly/Creative Activity, and Service. Each of the aforementioned criteria (e.g., teaching) will be evaluated using a number of performance indicators (refer to Performance Indicator Chart). Merit committee members will review information submitted by each BUFM to assign a numerical score for each criteria using a rating scale anchored with examples of expected levels (or their equivalent) of performance on the performance indicators. Merit committee members will average the score using the summary form provided. Scores must clearly identify whether the assigned score reflects performance that is unacceptable, fails to meet expectations, meets expectations, or exceeds expectations for merit.

The levels on each of the performance indicators should capture how the unit defines exceeding expectations, meeting expectations, failing to meet expectations, and unacceptable for performance:

Exceeds expectations for merit: Activities in area cumulatively exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the school.

Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the school.

Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the school.

Unacceptable: Activities in area cumulatively are unacceptable and fall well below the standards of performance for the school.

The merit committee will then assign an overall merit rating. The overall merit may include any number of values or rating levels, but it must clearly identify whether the overall merit rating reflects performance that is unacceptable, fails to meet expectations, meets expectations, or exceeds expectations for merit.

Performance Indicator Chart

Evaluation Rating Category	TEACHING Expected levels of accomplishment on teaching performance indicators (or their equivalent)	Possible Merit Score for Teaching
Exceeds expectations for merit	<p>#1 and #2 are required to exceed expectations for merit in teaching.</p> <ol style="list-style-type: none"> 1. Results of University Wide Student Evaluations from all courses taught during the review period have a combined average of 4.0 or greater on the 5.0 scale. 2. Three or more of the following: <ol style="list-style-type: none"> a. Peer teaching evaluations that indicate outstanding performance such that the average score is 4.0 or greater on a scale of 5.0 used in the SoPT peer evaluation policy b. Summary of qualitative comments from the University Wide Student Evaluations (Greater than 50% positive comments) c. Evidence of development of new courses, course revisions, or program revisions d. Evidence of professional development activities for enhancing teaching e. Evidence of teaching awards and distinctions f. Evidence of published or unpublished pedagogical materials 	4.0-5.0
Meets expectations for merit	<p>#1 and #2 are required to meet expectations for merit in teaching.</p> <ol style="list-style-type: none"> 1. Results of University Wide Student Evaluations from all courses taught during the review period have a combined average of 3.0 or greater on the 5.0 scale. 2. Two or more of the following: <ol style="list-style-type: none"> a. Peer teaching evaluations that indicate outstanding performance such that the average score is 3.0 or greater on a scale of 5.0 used in the SoPT peer evaluation policy b. Summary of qualitative comments from the University Wide Student Evaluations (Greater than 50% positive comments) c. Evidence of development of new courses, course revisions, or program revisions d. Evidence of professional development activities for enhancing teaching e. Evidence of teaching awards and distinctions f. Evidence of published or unpublished pedagogical materials 	2.0-3.9

<p>Fails to meet expectations for merit</p>	<p>Evidence of merely meeting #1 and #2 is consistent with failing to meet expectations for merit in teaching.</p> <ol style="list-style-type: none"> 1. Results of University Wide Student Evaluations from all courses taught during the review period have a combined average of 3.0 or greater on the 5.0 scale. 2. One or few of the following: <ol style="list-style-type: none"> a. Peer teaching evaluations that indicate outstanding performance such that the average score is 3.0 or greater on a scale of 5.0 used in the SoPT peer evaluation policy b. Summary of positive qualitative comments from the University Wide Student Evaluations c. Evidence of development of new courses, course revisions, or program revisions d. Evidence of professional development activities for enhancing teaching e. Evidence of teaching awards and distinctions f. Evidence of published or unpublished pedagogical materials 	<p>1.0-1.9</p>
<p>Unacceptable</p>	<p>Evidence indicates teaching performance that frequently falls below the schools basic standard (evaluations <3.0, poor qualitative student comments, <3.0 on peer evaluations, lack of pedagogical development, lack of professional teaching development, lack of course development/revision</p> <p>OR</p> <p>No materials submitted.</p>	<p>0-0.9</p>

Merit Score for Teaching (to be completed by merit committee member): _____

Evaluation Rating Category	<p style="text-align: center;">SCHOLARLY/CREATIVE ACTIVITY</p> <p style="text-align: center;">Expected levels of accomplishment on Scholarly/Creative Activity performance indicators (or their equivalent)</p>	Possible Merit Score for Scholarly Activity
Exceeds expectations for merit	<p>At least three of the following:</p> <ul style="list-style-type: none"> a. Evidence of peer-reviewed manuscript or book chapter in press or published b. Evidence of funded external grant c. Evidence of editorship of a journal, book, or set of conference proceedings d. Evidence of peer-reviewed or refereed Conference Education Session at a state, national or international professional conference e. Evidence of significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations f. Evidence of professional outreach (e.g. scholarship of engagement or submitted white paper) g. Evidence of a book contract h. Evidence of commercialization of research-derived products and services 	4.0-5.0
Meets expectations for merit	<p>At least two of the following:</p> <ul style="list-style-type: none"> a. Evidence of peer-reviewed manuscript or book chapter in press or published b. Evidence of funded external grant c. Evidence of editorship of a journal, book, or set of conference proceedings d. Evidence of peer-reviewed or refereed Conference Education Session at a state, national or international professional conference e. Evidence of significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations f. Evidence of professional outreach (e.g. scholarship of engagement or submitted white paper) g. Evidence of a book contract h. Evidence of commercialization of research-derived products and services 	2.0-3.9

<p>Fails to meet expectations for merit</p>	<p>Merely submitting one piece of evidence is consistent with failing to meet expectations for merit in scholarship:</p> <p>One of the following:</p> <ul style="list-style-type: none"> a. Evidence of a peer reviewed manuscript or book chapter in press or published b. Evidence of funded external grant c. Evidence of editorship of a journal, book, or set of conference proceedings d. Evidence of peer-reviewed and/or invited presentations at professional meetings/conferences e. Evidence of professional outreach (e.g. scholarship of engagement or submitted white paper) f. Evidence of a book contract g. Evidence of commercialization of research-derived products and services h. Evidence of contribution (at least 20 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 10 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations 	<p>1.0-1.9</p>
<p>Unacceptable</p>	<p>This is defined as:</p> <ul style="list-style-type: none"> 1. No evidence of scholarship submitted; or 2. No materials submitted 	<p>0-0.9</p>

Merit Score for Scholarly Activity (to be completed by merit committee member): __

Evaluation Rating Category	SERVICE Expected levels of accomplishment on service performance indicators (or their equivalent)	Possible Merit Score for Service
Exceeds expectations for merit	<p>#1 and #2 are required, as well as three additional criteria from #3, in order to exceed expectations for merit in service.</p> <ol style="list-style-type: none"> 1. Evidence of membership and participation on two SoPT Committee's 2. Participate in at least two of the following activities per year: <ol style="list-style-type: none"> a. Commencement b. Orientation c. Homecoming activities d. Recruitment activities e. Advising activities f. Other 3. Three or more of the following: <ol style="list-style-type: none"> a. Evidence of membership and active participation on a College level committee b. Evidence of membership and active participation on a University level committee c. Evidence of membership in a professional physical therapy or education organization at the state, national, or international level d. Evidence of a leadership role of a professional physical therapy or education organization (e.g. board member, treasurer, secretary) e. Evidence of volunteer or community service related to physical therapy or education. 	4.0-5.0
Meets expectations for merit	<p>#1 and #2 are required, as well as two additional criteria from #3, in order to meet expectations for merit in service.</p> <ol style="list-style-type: none"> 1. Evidence of membership and participation on two SoPT Committee's 2. Participate in at least two of the following activities per year: <ol style="list-style-type: none"> a. Commencement b. Orientation c. Homecoming activities d. Recruitment activities e. Advising activities f. Other 3. Two of the following: <ol style="list-style-type: none"> a. Evidence of membership and active participation on a College level committee b. Evidence of membership and active participation on a University level committee c. Evidence of membership in a professional 	2.0-3.9

	<p>physical therapy or education organization at the state, national, or international level</p> <p>d. Evidence of a leadership role of a professional physical therapy or education organization (e.g. board member, treasurer, secretary)</p> <p>e. Evidence of volunteer or community service related to physical therapy or education.</p>	
<p>Fails to meet expectations for merit</p>	<p>Submitting evidence that merely addresses #1, #2, and only one additional criteria from #3, results in a score indicative of failing to meet expectations for merit in service.</p> <ol style="list-style-type: none"> 1. Evidence of membership and participation on two SoPT Committee's 2. Participate in at least two of the following activities per year: <ol style="list-style-type: none"> a. Commencement b. Orientation c. Homecoming activities d. Recruitment activities e. Advising activities f. Other 3. One of the following: <ol style="list-style-type: none"> a. Evidence of membership and active participation on a College level committee b. Evidence of membership and active participation on a University level committee c. Evidence of membership in a professional physical therapy or education organization at the state, national, or international level d. Evidence of a leadership role of a professional physical therapy or education organization (e.g. board member, treasurer, secretary) e. Evidence of volunteer or community service related to physical therapy or education. 	<p>1.0-1.9</p>
<p>Unacceptable</p>	<p>This is defined as:</p> <p>No materials submitted or no service beyond #1 and #2 (see below).</p> <ol style="list-style-type: none"> 1. Evidence of membership and participation on two SoPT Committee's 2. Participate in at least two of the following activities per year: <ol style="list-style-type: none"> a. Commencement b. Orientation c. Homecoming activities d. Recruitment activities e. Advising activities f. Other 	<p>0-0.9</p>

Merit Score for Service (to be completed by merit committee member): __

SUMMARY FORM

Faculty Member _____ <i>Tenure Track Faculty</i>	Merit Score for Teaching X 50%*	Merit Score for Scholarly Activity X 30%*	Merit Score for Service X 20%*	Overall Weighted Scored (sum of each score)
Committee member #1				
Committee member #2				
Committee member #3				
Average of three committee members				

Faculty Member _____ <i>Qualified Rank Faculty</i>	Merit Score for Teaching X 60%*	Merit Score for Scholarly Activity X 20%*	Merit Score for Service X 20%*	Overall Weighted Scored (sum of each score)
Committee member #1				
Committee member #2				
Committee member #3				
Average of three committee members				

*Work effort may vary if Director has approved assignments/duties. The BUFM shall provide the allocation of effort with merit documents

**If Scholarly activity included in a QRF merit, the faculty member shall indicate what percent of workload is allocated to activity.

Interpretation:

Overall Merit Score	Interpretation
4.0-5.0	Activities in area cumulatively exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the school.
2.0-3.9	Activities in area cumulatively meet expectations and reflect standard levels of performance for the school.
1.0-1.9	Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the school.
0-0.9	Activities in area cumulatively are unacceptable and fall well below the standards of performance for the school.

Merit Committee Composition and the Election/Appointment Process:

The Merit Committee shall:

1. Consist of three (3) BUFMs, who are eligible to serve on merit committees according to the CBA.
2. Be elected by the School BUFMs.
3. Committee members serve a two-year term, elected by school faculty, with one member having served in the previous year.
4. Committee members elect a chair.
5. Annually evaluate all BUFMs of the School in relation to the merit criteria for teaching, scholarly/creative activity and service commensurate with each individual's assigned allocation of effort.
 - a. Allocation of effort may vary based on coordinator duties, course revision, program development, or any other agreed upon duties.
6. The "General Procedure for Faculty Evaluation and Score of Merit" as outlined in the "Merit Policy Part I: University-Wide Processes Required by the CBA" will be followed:
 - a. Each faculty member will confirm their allocation of effort with the Director and document this in the merit dossier.
 - b. The School merit committee is responsible for assigning an overall merit score to every faculty member.
 - c. Faculty members who fail to submit a merit portfolio by the deadline will receive an automatic rating of "unacceptable" and will not be eligible for any merit salary adjustments. A merit rating of "unacceptable" will be independent from the APR/EPR process.
 - d. The submitted merit dossier must include the elements outlined in the School's merit policy document.
 - e. A description of how the overall merit score is calculated, including how annual scores are averaged over a three-year period, can be found in the School's merit policy document.
 - f. The School may report its merit score recommendation to no greater than one-tenth of a decimal place.
 - g. Merit score recommendations shall be reported by the Chair of the merit committee to the BUFMs. After the opportunity for rebuttal by the faculty, the Chair shall forward the merit recommendations to the School Director. The School Director will share the recommendations of the School Merit Committee along with their own independent merit recommendations to the Dean.

Elements of the Merit Dossier:

Table for Quantitative Student Evaluation Scores for previous academic year only:

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

The submitted merit dossier must include the following elements:

1. Title page, including name, rank, percentage allocation of effort for each area of evaluation, and workload reduction agreed upon by BUFM and Director of School of Physical Therapy.
2. CV (in BGSU format) highlighting the activities related to teaching, scholarly/creative activity, and service during the previous academic year (based on time of hire). Highlighted items should not have been submitted to the merit committee in previous years.
3. Completed table of quantitative student evaluation scores (from University Wide Evaluation of Teaching and Learning Effectiveness).
4. Ancillary documents, which are appended to the CV and may include:
 - a. Peer teaching observations and evaluations.
 - b. Copy of all student narrative comments as well as a reflective analysis of student comments.
 - c. Self-evaluations of teaching effectiveness that provide evidence of measures used and changes made based on feedback.
 - d. Evidence of active service on committees or within professional organizations.
 - e. Evidence of active community service related to field of expertise.
 - f. Two previous academic year Merit letters indicating the overall merit scores, if requesting an average of three scores.

Special Notes:

Documents submitted for publication under review in a previous merit submission may not be considered if listed as under review again. Documents submitted for publication that were in press or published in a previous merit submission may not be considered if listed as in press or published again. Funded grants may be counted annually for multiyear grant(s). Grants that are annual, can only be submitted in the year of receipt, unless evidence is provided that a renewal application, extension, or request for further funding was submitted and has been awarded or is in progress of being awarded.

Calculation of Overall Merit Score:

Separate evaluations are conducted within the areas of teaching, scholarly/creative activity,

and service using a five-point scale with the following anchors: 0-0.9 (unacceptable); 1.0 - 1.9 (fails to meet expectations for merit); 2.0 - 3.9 (meets expectation for merit at the low and high end, respectively); 4.0 - 5.0 (exceeds expectations for merit at the low and high end, respectively). Typical allocation of effort for QRF is 60% teaching, 20% scholarly/creative activity, and 20% service. For TTF, allocation is 50% teaching, 30% scholarship, and 20% service. Workload reduction may be approved for coordinators and other special projects as approved by the Director of the School of Physical Therapy and Dean of CHHS. Three BUFM committee members' will each independently assign a merit score for each of the performance areas (teaching, scholarly/creative activity, and service). The overall merit score is computed using the following algorithm, which accounts for weighted allocations of effort for each performance area.

The Algorithm is:

(Teaching merit score X allocation of effort) + (Scholarly/Creative Activity merit score X allocation of effort) + (Service merit score X allocation of effort) = overall merit score.

Scoring results of the three BUFM committee members will be averaged (arithmetical mean) to determine a merit score, which will be communicated to the School Director, as well as the individual faculty member. The School Director will also conduct a merit review and determine merit scores for each performance area (teaching, scholarly/creative activity, and service) and compute an overall merit score using the algorithm, which will be communicated to the Dean. Merit scores from the Committee as well as the School Director will be shared with the individual faculty member.

An unacceptable score in any single area (Teaching, Scholarly/Creative Activity, or Service), will make the faculty member ineligible to receive merit during that year.

Additional Academic Unit Merit Policy Information:

Because a faculty member's accomplishments in any given year are subject to fluctuation (e.g. FMLA, FIL, etc.), a three-year average (arithmetic mean) will be calculated from the current year's overall score and the overall merit scores from the previous two years (if requested by the BUFM). The BUFM will provide the Merit letters from the previous two academic years to the committee as part of the merit dossier, requesting to use the average of three years scores.

4.24.2 Associated Faculty

Formal Associated Faculty Evaluation Process

All associated faculty are employed by BGSU. The Program Director and the Dean appoint associated faculty to assist in the academic semester in which the specific course resides. These appointments are based on the academic, scholarship, and/or clinical experience of each associated faculty member. As such, associated faculty are verified to have the requisite knowledge, skills, and contemporary experience necessary to lead or contribute to course instruction as deemed appropriate by the DPT Program Director, Director of Curriculum, and the primary faculty member teaching the course.

The primary faculty member ensures that all associated faculty receive timely evaluation and feedback regarding their performance. Primary faculty will provide all associated faculty informal and formal, qualitative and quantitative feedback regarding their online and/or lab immersion teaching performance. Informal feedback may occur during daily huddles at the lab immersions. Formal feedback will occur at the end of course review with the primary faculty member.

Primary faculty will provide guidance, supervision, and mentoring to all associated faculty assisting in their respective courses. During the lab immersions, faculty will use “huddles” each evening to review next-day activities, fine-tune course delivery strategies, identify key student performance expectations, and ensure consistency of instruction and grading across all faculty members. Individual and collective qualitative feedback of each day’s activities is also provided to address areas for improvement and faculty development needs.

Students are provided the opportunity to evaluate all associated faculty during the end-of-course evaluations. Student evaluation reports are provided to all primary faculty, who in turn, share this feedback with the entire course faculty team for review and analysis. Associated faculty receive further input and peer feedback from faculty team members during the Post-Course Analysis process.

Process for Determining Professional Development Needs

The program provides initial professional development to all associated faculty as part of orientation and onboarding. This orientation ensures preparedness and the ability to serve in assisting faculty either for grading or teaching within the didactic course or lab immersion. Associated faculty will have an onboarding process and will be provided the SoPT Student Handbook and SoPT Policies and Procedures Manual; Policy Management System – Human Resources Policies for required in-service training; (Title IX and Sexual Misconduct), and DPT Program specific training: Blended learning teaching tips and pedagogies used within the program; instructional technology tutorials, including Canvas, and administrative requirements such as School of Physical Therapy associated faculty travel policies and expense reporting

Associated faculty providing teaching assistance within a course are mentored by the primary and secondary faculty members (if assigned by primary faculty). As a result, faculty development needs pertaining to hybrid learning pedagogies and best practices are identified and addressed prior to the course delivery.

Annually (if teaching multiple courses) or at the end of each course (if teaching one course), associated faculty complete a self-assessment of teaching and a plan for improvement that is reviewed with the primary faculty member and then forwarded to the Director of Curriculum and the DPT Program Director for review. When necessary, the DPT Program Director, Director of Curriculum, Director of Research and Faculty Development, and/or primary faculty member will assist the associated

faculty member in determining professional development activities and goals to improve teaching skills.

Students are provided the opportunity to evaluate all associated faculty during the end of course evaluations. Student evaluation reports are provided to all primary faculty, who in turn, share this feedback with the entire course faculty team for review and analysis. Associated faculty receive further input and peer feedback from faculty team members during the Post-Course Analysis process.

The DPT Program Director and Director of Curriculum review and analyze all course evaluations as part of the DPT Program's assessment process.

4.25 PROFESSIONAL DEVELOPMENT

4.25.1 Faculty Mentorship

Program faculty will generally consist of senior and junior, experienced and new, faculty members with a variety of specialties and expertise related to teaching, research, clinical practice, and service. The Director of Research & Faculty Development and The Program Director will match new/junior faculty (under associate level) members with a faculty mentor as needed. Mentor assignments will be based on teaching responsibilities, research interests, and/or senior faculty availability. Mentorship will assist new/junior faculty with integration into academia and their professional development as teachers and scholars as needed.

4.25.2 Institutional In-services and Training

BGSU schedules and implements development or training opportunities through the Center for Faculty Excellence (CFE) for faculty. Faculty should include a minimum of one training opportunities through the CFE each academic year related to improving instructional quality as part of their professional development plan. Mandatory in-service training through human resources includes elements such as Title IX, FERPA, ethics, and preventing sexual harassment.

4.25.3 Continuing Education

All core faculty members are required to complete professional development activities each year to maintain licensure and various certifications. Core faculty members are eligible for Professional Development funds to support professional development activities that align with teaching, scholarly activities, or areas related to clinical practice. Professional Development funds will come from the annual allotment for professional development and research monies from the School of Physical Therapy and will be at the discretion of the DPT Program Director.

4.26 RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES

Bowling Green State University's mission supports "excellence in teaching, research, and outreach" to others in our region, the state of Ohio, the nation, and the world. The BSGU School of Physical Therapy's mission to develop Doctors of Physical Therapy who can create positive change in the lives of their patients and communities aligns with the University's mission. The School's six-part vision of Competence, Innovation, Application, Research, Inclusion, and Collaboration will ensure the mission is accomplished.

4.26.1 CAPTE's Standards and Required Elements for faculty scholarship include the following criterion:

- 4B** Each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about teaching and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.

Faculty members will have many options that can address CAPTE's accreditation standard 4B without the use of a traditional "brick and mortar" research lab. Using Boyer's Model of Scholarship as a gold standard in DPT education, faculty members have the option to pursue scholarship in 5 different areas: The Scholarship of Discovery, Integration, Application/Practice, Teaching/Learning, and Engagement (CAPTE Position Paper, Nov 2020).

The Scholarship of Discovery contributes to the development or creation of new knowledge. This represents the traditional view of research and typically includes primary empirical research, historical research, theory development, and methodological studies. It is disseminated through peer-reviewed publications or essays and grant awards.

The Scholarship of Integration involves contributions to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study. It typically includes inquiry that advances knowledge across a range of theories, practice areas, techniques, or methodologies. It interfaces physical therapy with other disciplines. It is disseminated through peer-reviewed publications and presentations, reviews of literature, copyrights, patents or products, grant awards, and service on editorial boards or as a

peer reviewer.

The Scholarship of Application/Practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community. It typically includes the development of clinical knowledge, the application of technical or research skills to address problems, and the development and testing of innovations. It is disseminated through peer-reviewed publications and presentations, meta-analyses, patents or products, grant awards, and policy papers.

The Scholarship of Teaching/Learning, or educational research, contributes to the development of critically reflective knowledge about teaching and learning and educational outcomes. It typically includes application of knowledge of the discipline or specialty applied in teaching/learning, the development of innovative teaching and evaluation methods, and professional role modeling. It is disseminated through peer-reviewed publications and presentations, grant awards, teaching/learning aids or materials, and successful application of technology to teaching and learning.

The Scholarship of Engagement contributes to the identification, understanding and resolution of significant social, civic, or ethical problems. It includes collaborative partnerships involving faculty, community members and organizational representatives. It is disseminated through peer-reviewed publications and presentations, grant awards, policy papers, analyses and interpretation of data collected leading to an outcome plan.

Within the BGSU DPT Program, scholarly agendas in the Scholarship of Teaching/Learning can focus on innovative teaching materials/strategies in a hybrid model, production of videos for instruction, or technical, procedural, or practical innovations made clinically. Faculty may decide to engage in consulting activities, support or develop community activities, or solve real-world problems within the Scholarship of Engagement and Scholarship of Application/Practice. Faculty can also pursue the Scholarship of Discovery and Integration by creating, developing, and disseminating new knowledge related to the practice of physical therapy or associated disciplines.

It is important to note, there are other options for DPT Program faculty to participate in conventional research methodologies. This may occur through collaboration with clinical partners in the faculty's geographic location, among peer colleagues within the DPT Program, with other schools in the EIM University partnership, or with peer colleagues at BGSU.

The DPT Program's Research and Scholarship Plan will support faculty and begin with the onboarding process. Ongoing institutional and peer support, mentorship, time, and resources will provide the necessary requirements for successful endeavors. The Figure and corresponding descriptions below illustrate the DPT Program's Research and Scholarship Plan:



4.26.2 DPT Program's Research and Scholarship Plan

Onboarding: The DPT Program's formal onboarding plan will help attract, develop, and retain faculty. Initial conversations related to the research agenda will occur with the Program Director and Director of Research & Faculty Development (DRFD) to determine individualized research needs.

Institutional Support: An institutional review board is in place for the DPT Program with DPT faculty representation. CITI-training and an online application system will facilitate ease of training and align with federal guidelines for the use of human subjects in research. The Jerome Library a state-of-the-art library system which includes access to all pertinent rehabilitation and educational journals. It provides remote learning resources, interlibrary loans, and one-on-one, in-depth assistance from staff librarians. BGSU's Falcon Health Center provides primary and preventative care to students, faculty and staff of Bowling Green State University and the Wood County community and can serve as a place for recruitment of participants for research studies. Additionally, the university has a partnership with the Wood County Hospital that provides both inpatient and outpatient care including over 25 specialties. An additional resource for faculty research includes the network of clinical sites throughout the country maintained by BGSU and Confluent Health. The School of Physical Therapy has all required equipment, supplies, and space needed to foster a productive teaching and learning environment (e.g., large conference rooms, examination tables, rehabilitation equipment, audiovisual equipment, etc.)

Mentorship: The DRFD will provide strategic leadership and develop sound scientific inquiry skills for all DPT faculty, as well as provide guidance and direction related specifically to research-based curriculum requirements of the DPT Program. The individual will be responsible for enhancing the scholarly productivity and development of the DPT faculty, overseeing the research coursework within the DPT Program, as well as other assigned teaching and mentoring activities within the DPT Program. All faculty members will meet annually with the DRFD to create and/or maintain a scholarship plan that includes grant activity, the development of new research proposals, and a review of ongoing projects and collaborations. Each core faculty member will have a well-defined, ongoing scholarly agenda that contributes toward the overall mission, goals, and expected outcomes of BGSU and the DPT Program. Scholarship plans and activities are also discussed with the Program Director as part of annual performance evaluations. All scholarship plans will identify specific resource needs (i.e., facilities, personnel, equipment, and funding) for ongoing and planned projects. Resourcing needs are considered during the annual budgeting process.

Peer Support: Peer colleagues are available for collaborative research projects for

new and experienced researchers. Faculty may decide to collaborate with peers within the DPT Program, across the University partnership, at BGSU, or with clinical partners in the faculty's geographic locations.

Time: Time for research is recognized and supported within the faculty workload.

Resources: Full-time core faculty will receive \$7,500 annually that can be used for research purposes or professional development.

4.27 STUDENT ADVISEMENT

4.27.1 Academic Coaching Program

Academic coaching is integral for fostering academic success, student retention, supporting students in achieving their goals, maintaining clear and effective communication, and creating a collaborative, supportive, and professional culture. Academic coaching takes on greater significance in the DPT Program given the accelerated curriculum and online learning that takes place. The intent of the Academic Coaching Program is to:

1. Establish academic teams with faculty and student leadership to facilitate group communication and personal support.
2. Create a sense of community and connection both within academic teams and among the entire DPT cohort.
3. Maintain timely and up-to-date awareness of academic performance and non-academic concerns of individual students.
4. Provide an avenue for students to share personal, non-academic issues and relay urgent concerns such as illness or pressing family situations to faculty.
5. Support students in celebrating successes, overcoming challenges, and setting and achieving academic and professional goals.
6. Role model professional behaviors, including collaboration and communication.
7. Connect students with supports and services at BGSU and within their communities.

The Director of Student Affairs (DSA) is responsible for administering the Academic Coaching Program. The DSA assigns students to an academic team prior to orientation. Teams are meant to facilitate group communication and personal support through a sense of community and connection early on in the program. Each team consists of approximately 8-10 students with a core faculty member serving as the team's academic coach. The DSA is also responsible for training and supporting faculty as academic coaches and ensuring ongoing program compliance and success. The DSA is the DPT program liaison to BGSU student support services. The DSA works closely with faculty coaches to track academic progress, monitor non-academic concerns, and address student issues. The DSA works with the Oversight Committee, faculty coaches, course faculty, and students to provide timely support to students as issues are identified.

The academic coach serves an important role in advising, counseling, and mentoring students through successes and challenges. Coaches listen to students' reflections, track academic progress, assist students in creating academic and professional goals, and support students in meeting their goals. The coaching program is essential for fostering academic success, maintaining clear and effective communication, and supporting a cohesive and collaborative culture among faculty and students who are often geographically separated. Specific responsibilities and expectations of the academic coach are as follows:

1. Initial coaching occurs in a group setting at orientation. At this time, coaches review the BGSU Academic Coaching Program with their team, facilitate team building, and establish professional and program expectations. Individual academic coaching sessions will occur twice during the first academic term and will be initiated by the faculty advisor. This early touchpoint is critical for ensuring that each student is experiencing a smooth start in the program, and for addressing concerns early. Coaching sessions then occur at a minimum of once per term during terms 2-6 and are initiated by the student. Coaching sessions may be conducted in person or using video conferencing technology.
2. Prior to formal coaching sessions, DPT faculty coaches should review student performance in current courses and previous coaching notes. This information may be obtained by reviewing the Navigate system and the student's electronic academic record in the program One Drive. During coaching sessions, coaches should follow up on previously discussed concerns and action items, listen actively to student reflections, provide constructive feedback, and refer students to appropriate resources.
3. Coaching sessions are documented and saved to the student's electronic academic record, which is maintained in the Navigate system. This electronic record is maintained within secure BGSU servers.
4. Academic coaches should share with the DSA any trends or themes that emerge during formal coaching sessions and informal communications. Significant issues and notable trends are shared by the DSA with faculty and discussed at faculty meetings.

Active participation of the student is critical to the success of the coaching relationship. Specific responsibilities and expectations of the student are as follows:

1. The student is expected to initiate contact with the coach to schedule each formal coaching session during terms 2-6. Students are encouraged to communicate more frequently with their coach using phone calls and email exchanges.
2. When the faculty coach communicates with the student to address a concern or schedule an informal or formal coaching session, the students should respond promptly (generally within 24 hours) and professionally.
3. The student should come to each formal coaching meeting on time and having completed the Academic Coaching Form (Appendix A), which may include, but is not limited to, academic performance, health/wellness issues (including mental health), academic and career goals, and personal concerns.
4. The student should maintain ongoing communication with the coach between formal coaching sessions. When academic or personal challenges arise, the student should reach out to his or her coach immediately for support.
5. The student should follow through with action items identified during coaching sessions and work with the coach to identify optimal ways the coach may provide support.

As part of the academic coaching model students and faculty will receive regular trainings through the [BGSU Counseling Center](#). Students will receive regularly scheduled wellness workshops in multiple areas including, but not limited to, self-care, stress management,

grit and resiliency, and self-compassion. Trainings for faculty will emphasize non-academic advising, available student support resources, and triaging concerning situations. The BGSU Counseling Center is also available to consult with faculty and staff about the well-being of any BGSU student. The Counseling Center can be reached at 419-372-2081. Additionally, faculty will receive regular trainings from the Director of Student Affairs.

Students with non-academic concerns are encouraged to contact ComPsych for services offered via the Student Assistance Program. Students can also contact BGSU Counseling Services if they are in crisis at 419-372-2081. For crisis situations after hours (8AM-5PM EST) and on weekends, call the Wood County Crisis Line at 419-502-HOPE.

4.27.2 Academic and Professional Probation

The student is notified of the probation in writing by the Graduate College. If a student is placed on academic or professional probation, they are required to initiate contact with their academic coach to develop a remediation plan. The student, academic coach, and the DSA will work together to develop this remediation plan. The plan will be signed and uploaded to the student record in Navigate. Academic coaches will support the student in carrying out the remediation plan, will establish regular meetings with the student throughout the duration of the semester, and will provide periodic updates on these sessions to the DSA. The written remediation plan should be submitted to the Graduate College within one month after the start of classes during the following semester.

4.27.3 BGSU Student Services

Faculty Coaches and the DSA serve as a conduit to services and academic support available through BGSU. Students can directly contact BGSU student services at any time. Faculty Coaches also identify student needs for student services and communicate these to the DSA. BGSU's student services are available on campus, through video or phone conferencing, and on-site during lab immersive sessions. The DSA will arrange for student services at all off-campus lab facilities as needed. A summary of these services are listed below:

4.28 STUDENT AFFAIRS AT BGSU

[The Division of Student Affairs](#) is dedicated to fostering student development in a safe, healthy, and inclusive learning environment. Our work focuses on the student experience and intentionally developing learners, engaged citizens, and social change leaders during their years at BGSU while promoting the public good.

Our partnerships with Academic Affairs and other campus colleagues allow us to prioritize student success for an ever-changing student population. We support the academic, social, and personal growth of our students and focus on developing a sense of belonging amongst our campus community. We encourage each student to take advantage of the many programs, organizations, and resources available to them at BGSU and are intentional in integrating the in class and out of class experience while focusing on the whole student.

While providing a welcoming, safe, and inclusive environment where students can grow and thrive has always been at the core of our work, in our ever-changing world this has become even more critical. Members of our staff are able to serve as a resource for parents and family members, as we work together in achieving student success.

Throughout the institution, we are very focused on our planning with the intent to resume in-person learning in the fall and are committed to keeping students and their families updated regarding summer planning and fall preparations. Please feel free to contact any of our offices at any time. In addition, check this site often for updates and program announcements.

- Phone: 419-372-2147
- 110 McFall Center
- vpsa@bgsu.edu

4.29 ACCESSIBILITY SERVICES

The mission of [Accessibility Services at Bowling Green State University](#) is to provide equal access and opportunity to qualified students, faculty, and staff with disabilities. The goal of Accessibility Services (AS) is to increase awareness of disability issues and support the success of students with disabilities by providing opportunities for full integration into the BGSU community. Accessibility services and accommodations are available for all students residentially and remotely.

Students are encouraged to contact the AS office as soon as possible after admission to the Doctor of Physical Therapy Program. The Director of Student Affairs (DSA) will work with the Director of Admissions to facilitate the connection between the student and the AS office. Students should initially contact the AS office via phone or email.

- Phone: 419-372-8495
- 38 College Park Office Building
- access@bgsu.edu

Further details on how to apply for services through Accessibility Services can be found here: <https://www.bgsu.edu/accessibility-services/students.html>

4.30 FALCON HEALTH CENTER

In collaboration with Wood County Hospital, the Falcon Health Center provides a wide range of primary and preventative care to all Bowling Green State University (BGSU) students, faculty, staff, and the surrounding community. The Falcon Health Center is located next to the BGSU campus. The Center offers convenient care appointments with medical providers, immunizations, travel medicine, skin screenings, lab and radiology services, acupuncture, chiropractic care and physical therapy. The Falcon Health Center offers a full-service pharmacy with drive through.

Visit the [Falcon Health Center](#) for more information.

4.31 BGSU COUNSELING CENTER

We aspire to respect cultural, individual, and role differences. Our goal is to create a safe, supportive and affirming climate for individuals of all races, ethnicities, national origins, genders, gender identities, sexual orientations, religions, ages, abilities, sizes, socioeconomic statuses, languages, and cultures. Please take a moment to read our [Statement on Race in the U.S.](#)

Students come to the Counseling Center for a variety of reasons including: study/test taking concerns; stress/anxiety reduction; relationship concerns; depression; family concerns; eating disorders; sexual concerns; grief and loss; and other related concerns.

Counseling services are offered to currently enrolled BGSU students and are provided at no charge.

- Phone: 419-372-2081
- 104 College Park

BGSU counselors are licensed to practice within the state of Ohio. For students residing outside of Ohio, the BGSU School of Physical Therapy has contracted with ComPsych for counseling services.

COMPSYCH

BGSU School of Physical Therapy has contracted with ComPsych to deliver comprehensive counseling services to DPT students through the Student Assistance Program (SAP). ComPsych services will provide students with easy access to counseling services via a 24-hour, toll-free phone number in addition to chat and email access. The SAP provides 5 free counseling sessions per student per concern and/or appropriate referrals to a local mental health provider if needed. This program is designed to remove barriers to learning and provides a support system to help students cope with everyday struggles. The SAP provides students with expert guidance for behavioral and emotional health, legal issues, financial problems, and life-balance concerns.

Regardless of location, DPT students will have access to 24/7 guidance consultants through the Confidential Assessment Service. These in-house clinicians conduct individual assessments of each student and provide the support, referrals and resources necessary to resolve any issue. Guidance consultants may refer the student to community associations or organizations when the need for more specialized resources exist, to include:

- Referral to a university-based or community mental health resource or health care provider
- Referral for face-to-face behavioral health counseling with an SAP professional

- Student life-balance services, including financial and legal information, child and elder care, and relocation resources
- Critical incident response

For help anytime, students should call the 24-hour toll-free phone number or go to www.guidanceresources.com.

More information regarding the Student Assistance Program can be found on the student Canvas page.

4.32 LEARNING COMMONS

[Learning Commons](#) provides students with academic resources that foster independent learning. The highly trained professional, graduate, and undergraduate staff utilizes technology and additional resources to offer individual and group tutoring and consultations tailored to meet the needs of any student in any course at any time in the learning process. Students can contact Learning Commons directly or speak with the Director of Student Affairs or their academic coach regarding the available services.

- Phone: 419-372-2823
- William T. Jerome Library
- Room 140
- tlc@bgsu.edu

4.33 SERVICES

4.33.1 THE WRITING CENTER

[The Writing Center](#) is committed to the success of campus and community writers throughout various stages of their writing projects, with primary emphasis on the development of student writers. Writing services are available in person or remotely. Students can access The Writing Center in multiple ways:

- Call The Learning Commons at 419-372-2823
- Visit MyBGSU to schedule an appointment via Navigate
- [Email a draft](#) to a writing consultant

4.33.2 MATH & STATISTICS

[Math and statistics](#) tutoring is available via both in-person or remote drop-in appointments. You can also visit MyBGSU to schedule an appointment via Navigate

4.33.3 ACADEMIC COACHING

[Academic coaching](#) is available to all BGSU students to assist with non-content specific academic needs such as study strategies, test-taking strategies, note-taking methods, time management assistance, individualized attention, to-do lists, mapping out of assignments, access to resources in the Jerome Library, and referral services. Students can request an academic coach by completing the [Academic Coaching Request Form](#).

4.33.4 THE FALCON LEARNING YOUR WAY (FLY) PROGRAM

[The FLY Program](#) assists students with specific learning disabilities (SLD) and/or ADHD by providing individualized support. For details about the support that is provided by the FLY program, please consult the FLY Program homepage, email the program at FLY@bgsu.edu, or call 419-372-UFLY (8359).

4.34 DIVERSITY & BELONGING

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff and administration.

As a public university for the public good, our bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong.

Download the [Diversity and Belonging Comprehensive Strategy and Plan](#)

4.34.1 OFFICE OF MULTICULTURAL AFFAIRS

- Phone: 419-372-2642
- 401 Bowen-Thompson Student Union
- Bowling Green, OH 43403
- oma@bgsu.edu

4.34.2 CENTER FOR WOMEN AND GENDER EQUITY

- Phone: 419-372-7227
- 280 Hayes Hall
- Bowling Green, OH 43403

- cwge@bgsu.edu

4.34.3 CENTER FOR VIOLENCE PREVENTION AND EDUCATION

- Phone: 419-372-7227
- 280 Hayes Hall
- Bowling Green, OH 43403
- cvpe@bgsu.edu

4.34.4 LGBTQ+ RESOURCE CENTER

- Phone: 419-372-2642
- 427 Bowen Thompson Student Union
- Bowling Green, Ohio 43403

4.34.5 TITLE IX

- Phone: 419-372-8476
- 207 Hayes Hall
- Bowling Green, Ohio 43403
- <http://www.bgsu.edu/titleix>

4.35 INFORMATION TECHNOLOGY SERVICES (ITS)

ITS provides technology support for all BGSU students to ensure you have a great technology experience beginning with the first time you log in as a new member of the BGSU community.

Learn more about support for remote students

here: <https://www.bgsu.edu/its/wtlr/remote-learn/ecampus-tech.html>

4.36 LIBRARY

All students, faculty, and staff of BGSU have access to library materials, either in-person access at the library or online with electronic books, online databases, and streaming media (where available). Therefore, the University Libraries (UL) provides access to both our in-person and distance students, faculty, and staff. The UL also provides research and other library-related assistance to all members of the BGSU community through access in-person, text messaging, [Ask a Librarian](#) chat, email, and phone reference services provided by reference and instruction librarians. While the library is open an average of 110 hours a week, the Research and Information desk (as well as online chat) is staffed 80 hours per week, including evenings and weekend service.

In addition, the University Libraries' instructional services actively integrate information literacy into the curricula and facilitate students' acquisition of critical thinking and information-seeking skills. Librarians in the STEM and Health Sciences Team serve the College of Health and Human Services. These librarians work specifically with students and faculty in the School of Physical Therapy to provide instruction, reference, and research assistance. They do so through both live and recorded research instruction, virtually or in the classroom, and through [IRA's](#) (Individual Research Appointments). Librarians also provide online research guides for both the program and individual courses using LibGuides (ex. <https://libguides.bgsu.edu/pubh>). Librarians also work closely with faculty in the School of Physical Therapy to develop a collection of materials that support the department's teaching, learning and research needs.

BGSU students may also access materials in a timely manner by borrowing print materials through OhioLINK, a consortium of 118 academic libraries distributed among 90 different Ohio college and university libraries that work together to provide Ohio students, faculty and researchers with the information resources they need for teaching and research. These materials include print and electronic books, serials, databases, and audiovisual media. OhioLINK materials may be requested and picked up at the researcher's home institution, or at any of the participating libraries through OhioLINK's Pick-Up Anywhere program. For BGSU employees and students living outside of Ohio, but inside the United States, they can request print material be sent to them by mail by contacting ill@bgsu.edu to initiate their request. Recipients are expected to return the item by the assigned due date and pay for return shipping. Together, OhioLINK member libraries provide access to more than 46 million books and materials, 136 research databases, 29 million electronic journal articles, 181,000 e-books, 103,000 images, video and sound files, and more than 93,000 full text, openly accessible theses and dissertations published by Ohio students. In addition to robust statewide OhioLINK offerings, BGSU makes local purchases of materials and subscribes to additional sources of information to support the curriculum.

Current health sciences indexing and abstracting resources include MEDLINE with Full text/PubMed, CINAHL Plus with Full Text, Cochrane Library, Dissertations & Theses (ProQuest) and others that can be accessed on and off campus through authentication at <https://www.bgsu.edu/library> and <https://libguides.bgsu.edu/az.php?s=46700>. In

addition to our current journal subscription content, our Interlibrary Loan Department provides timely articles by request at no cost to students and faculty.

The University Libraries also supports ScholarWorks@bgsu.edu, an openly accessible repository for scholarly content should the School of Physical Therapy program ever need a place to showcase and make available material created by faculty or students. This platform also supports the creation of online textbooks and peer reviewed journals.

The library is administered by Sara A. Bushong, Dean of University Libraries, sbushon@bgsu.edu

4.37 ACCESSPHYSIOTHERAPY

AccessPhysiotherapy is a comprehensive online educational resource for physical therapy students. It provides students with access to textbooks, video libraries, case studies, National Physical Therapy Examination preparation, and more. All content is continually updated to ensure students receive access to the latest evidence.

Students in the BGSU DPT Program have remote access to these resources through their secure log-in via Canvas. Students will not be required to purchase additional materials.

4.38 REGISTRATION AND RECORDS

The [Office of Registration and Records](#) is responsible for each student's class registration and is the official source of information for the academic record.

- Phone: 419-372-8441
- Office of Registration & Records
- 110 Administration Building
- 1001 E. Wooster St.
- Bowling Green, OH 43403
- Registrar@bgsu.edu

4.39 BURSAR

The [Office of the Bursar](#) supports the University's strategic plan by maintaining the financial assets of the University while providing fiscal guidance and quality customer service to students, parents, other University departments, and external agencies.

Student bills are available exclusively online through MyBGSU. Your online student account summary serves as BGSU's official bill. Students can login using their user name and password. Contact the Office of the Bursar with any questions.

- Phone: 419-372-2815

- 132 Administration Building
- 1001 E. Wooster St.
- Bowling Green, OH. 43403
- bursar@bgsu.edu

4.40 FINANCIAL AID AND SCHOLARSHIPS

Financial aid is the economic assistance available to help students pay for college. The economic assistance at the graduate level primarily consists of graduate loans as the source of financial aid. The BGSU Office of Student Financial Aid and Scholarships works closely with students to process federal, local and institutional aid.

Visit the [Office of Student Financial Aid and Scholarships](#) webpage for more details.

- Phone: 419-372-2651
- 319 Administration Building
- Bowling Green, Ohio 43403

4.41 OFFICE OF PARENT, FAMILY AND NEW STUDENT CONNECTIONS

BGSU is committed to supporting all students. Visit the [Office of Parent, Family and New Student Connections](#) for more details. If you are a parenting student, please visit [Students who are Parents](#) for links to on-campus and off-campus resources. Contact the Office of Parent, Family and New Student Connections with any questions.

- Phone: 419-372-0438
- families@bgsu.edu

4.42 BOWLING GREEN STATE UNIVERSITY DEPARTMENT OF PUBLIC SAFETY

The safety of students, faculty, staff and visitors is always a primary consideration. Students are informed of emergency procedures at Bowling Green State University during new student orientation. Standard safety and security information and procedures for Bowling Green State University are reviewed with new students during this orientation. Additionally, a similar orientation will take place at the lab immersion training location during student orientation.

4.42.1 BGSU POLICE DEPARTMENT

The [BGSU Police Department](#), located in 100 College Park Office Building, provides the campus with 24-hour police protection by a fully certified staff of police officers, detectives, and dispatchers. The police department is staffed by 24 full-time, sworn

State of Ohio Peace Officers commissioned by the Ohio Peace Officer Training Commission. All BGSU police officers have full police authority to enforce state laws, local ordinances and University policies.

- Phone
 - Non-emergencies: 419-372-2346
 - Emergencies: 911

4.43 Student Workload

1. The accelerated nature of the two-year hybrid DPT curriculum means that students should expect a workload that is more challenging than that of typical graduate education, one requiring full attention and dedicated time for study. The accelerated pace of the program will result in a higher volume of work across the 2-year enrollment when compared to a 3-year traditional DPT Program. This pace is similar to the demands of other accelerated graduate programs at the doctoral level (DNP, DSW, DHSc).
2. Throughout program matriculation, the faculty recommend that students do not seek outside employment so that sufficient time is available for reading of assigned materials, viewing of instructional videos, engaging in synchronous class sessions, completing homework, participating in group projects, and fulfilling other course requirements as assigned by the course instructor.
3. While the curriculum provides a balance of theoretical, practical, and analytical instruction, contact hours will vary across terms according to course content, format, and curricular sequence. Due to the accelerated nature of the curriculum, the course load varies between 12 to 20 credit hours per semester. On average, students can expect a workload of 44-60 hours/week dedicated to coursework.
4. Credit hour ratios are a variation of the traditional Carnegie method adapted to fit the hybrid nature of our program. Under this method, the DPT Program uses a standardized formula of one lecture credit hour equals 12.5 direct contact hours of instruction (1:12.5), and one credit of lab equals 37.5 direct contact hours of lab instruction (1:37.5).
5. Each semester, the Director of Curriculum will oversee course workload and assignments (e.g. quizzes, exams, major projects) to assure optimally distributed work, deadlines, and due dates across courses. In addition, the Director of Curriculum will monitor course sequence and class schedules among faculty and students to help balance the workload to optimize the student learning experience.
6. At the end of each course, course surveys solicit feedback from students regarding their workload. Student performance on assessments in the online and onsite labs will also determine the need to adjust the workload. Student participation and contributions in the synchronous sessions can also indicate if students are able to keep

up with the demands of the course. The faculty will complete a post-course analysis document. The Director of Curriculum, DPT Program Curriculum Committee, and lead faculty from the course meet each semester to review the post-course analyses from the prior semester.

7. Feedback from the Director of Student Affairs and the Oversight Committee will also report to the Committee of the Whole any issues related to student workload. Findings from the post-course analysis will be shared with the Committee of the Whole for discussion at the Annual Curriculum Review meeting. Based on the data collected and subsequent analysis from multiple perspectives, changes to student workload will be decided by the Committee of the Whole.
8. Definitions Related to Student Workload:
 - a. **Synchronous Class Sessions:** Organized online class sessions where learners and faculty interact in real-time, typically through course management systems and online learning technologies (e.g. Zoom). Same time across multiple time zones. Learners and instructors are separated by physical distance.
 - b. **Asynchronous Learning Activities:** Organized online class sessions where learners and faculty do not interact in real-time, typically through course management systems and online learning technologies (e.g. Canvas). Learners and instructors are separated by both physical distance and time. Established deadlines, typically weekly, are utilized to help learners pace their activities.
 - c. **Sessions:** Length of time consistent with $\frac{1}{2}$ of the semester (approximately 8 weeks). Most semesters are divided into two sessions with specific starting and ending dates. Some courses will extend across both sessions of a given semester, while other courses will start and end within the given session.
 - d. **Direct Contact Hours (DCH):** Direct contact hours include time spent on the part of the learner in **synchronous class sessions**, viewing recorded lectures, participating in discussion boards, completing projects, and other **asynchronous learning activities**. As a general guiding principle for learner rigor, it is expected that for each credit hour of assigned “in-class” content, that the learner is preparing an additional two hours outside of direct contact hours. For example, in a one-hour course that meets over a fifteen-week semester, the learner should expect approximately one hour of direct contact hour coursework plus an additional two hours of support and preparation for the given course each week.
 - e. **Lab Contact Hours:** For the lab component of the course, time spent in lab immersions are named lab contact hours. For each assigned unit of course credit for lab, the student will spend 37.5 hours in lab immersions interacting with content to enhance knowledge, skills, and behaviors as a future professional physical therapist. For example, a three-credit-hour course assigned 2 hours of lecture and 1 hour of lab equals 25 direct contact hours of lecture instruction plus 37.5 lab contact hours.

f. **Lab Preparation Hours:** The program expects from to 1 - 2 hours of preparation and reflection time per day of immersive lab. A typical day of immersion labs will last 8 hours with a scheduled break for lunch. Part of the day will be instruction of new content, part of the day will be practice and integration of previous content, and part of the day will be assessments. Schedules for each day will be provided by the course instructors both in the syllabus and onsite.

9. Example:

The following table shows the first sessions courses during the first semester 1 broken down by credits, lecture hours, lab hours and then respective contact hours (see 4, 8d, 8e above). Actual calculations and time spent will vary from learner to learner based on individualized educational needs.

STUDENT WORKLOAD

Semester 1, Session 1					
Course Name	Credits	Lecture Hours	Lab Hours	Direct Contact Hours	Lab Contact Hours
PHYT 7201 PT Fundamentals (8 weeks)	3	2	1	25	37.5
PHYT 7202 Movement Science (8 weeks)	2	1.5	0.5	18.75	18.75
PHYT 7101 Human Anatomy 1 (8 weeks)	4	3.5	0.5	43.75	18.75
PHYT 7103 Human Physiology (16 weeks)	3	3	0	37.5	0
PHYT 7501 Professional Competencies (16 weeks)	1	1	0	12.5	0
	13	11	2	137.5	75

As the learner interprets this information, here are some key points to consider:

1. Part of the expected workload for the student is divided over 8 weeks (PHYT 7201, 7202, 7101) while part is divided over 16 weeks (PHYT 7103, 7501).
2. Some courses have lab components with an overall greater expected workload (PHYT 7201, 7202, 7101) while some courses have an overall lesser expected workload with no lab component (PHYT 7103, 7501).
3. Remember the expectation for direct contact hours has an associated additional preparation time added on to the number (see 8d above). For example, PHYT 7501 lists 12.5 direct contact hours over 16 weeks, however, the learner will be expected to invest an additional 2 hours each week per 1 direct contact hour. So, PHYT 7501 will have a total of $12.5 + 25.0 = 37.5$ total expected workload hours over the length of a 16-week semester or an average of 2.3 hours of course related workload each week.
4. For the first session lab immersion (PHYT 7201, 7202, 7101), there will be 75 lab contact hours of work over the two weeks (10 days) which will closely mimic a standard professional workday of about 8 hours per day. In addition to these labs contact hours, the learner, depending on individual needs, is expected to spend 1 – 2 more hours in reflection and preparation, so a typical lab immersion day will be close to 10 hours of workload (see 8f above).

5. Looking at just the first 8 weeks of this first semester, the student on average will spend close to 54 hours per week managing their respective course workload:

<u>Course</u>	<u>DCH</u>	<u>DCH Prep</u>	<u>Lab Hour</u>	<u>Lab Hour Prep</u>	<u>Estimated Workload</u>
PHYT 7201	25	50	37.5	5 to 10	122.5
PHYT 7202	18.75	37.5	18.75	2.5 to 5	80
PHYT 7101	43.75	87.5	18.75	2.5 to 5	155
PHYT 7103	18.75	37.5	0	0	56.25
PHYT 7501	6.25	12.5	0	0	18.75

Total Workload Hrs = 432.5 hours
Average / 8 weeks = 54.0 hours / week

10. During semesters with clinical education, the workload will vary due to the expectations and demands of the clinical experience. There is a concurrent coursework expectation during all three scheduled clinical rotations consisting of 2 to 4 direct contact hours weekly depending on the rotation and concurrent courses scheduled. The director of curriculum keeps faculty aware of the high workload expectations during clinical education and will work with both students and faculty to ensure it is manageable. For example, concurrent course work during clinical rotations is kept to asynchronous learning experiences only as to not create real time burdens on the students and clinical faculty. Likewise, the concurrent coursework will take advantage of the opportunity to bring real life work related learning experiences from the clinical rotation back into the asynchronous classroom. For example, concurrent enrollment in PHYT 7413 Primary Care Physical Therapy and PHYT 7504 Business Management & Entrepreneurship during the second clinical experience, PHYT 7972 Physical Therapy Practice II, provides opportunities for clinical applications assignments related to assessment of real world medical screening forms, reflection on actual implementation of medical screening by physical therapists, analysis of regulatory entity impact on clinics, and investigation of actual payor sources for services rendered.

4.44 DEFINITIONS OF ACADEMIC HONESTY VIOLATIONS

This list is not exhaustive of possible violations of this policy. These definitions are based on Gehring, Nuss, Pavela, "Issues and Perspectives on Academic Integrity," published in 1986 by the National Association of Student Personnel Administrators Inc., and on the Code of Student Rights, Responsibilities, and Conduct, 1998, the Trustees of Indiana University. Lack of intent shall not be a defense against a charge of violating this policy. That is, it shall not be necessary to prove intent for a person to be in violation of this policy. Unawareness of the policy is not a defense.

4.44.1 CHEATING

- Using or attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise. Submitting substantial portions of the same academic work more than once without permission or using another person as a substitute to take an examination or quiz.

4.44.2 FORGERY

- Altering a score, grade, schedule change form or academic record; forging an instructor's or another student's signature.

4.44.3 BRIBERY/THREATS

- Offering a bribe or making a threat or coercion related to a grade or an academic exercise.

4.44.4 FABRICATION

- Falsification or invention of any information, data, research or citation in any academic exercise.

4.44.5 PLAGIARISM

- Representing as one's own in any academic exercise the words or ideas of another, including but not limited to, quoting or paraphrasing without proper citation.

4.44.6 FACILITATING ACADEMIC DISHONESTY

- Helping or attempting to help another commit an act of academic dishonesty.

4.45 DPT PROCESS AND PENALTIES

- a. If a student submits an assignment that is a result of an academically dishonest procedure, the student shall receive a "0" for the assignment.
- b. The instructor should not assess a penalty for an academically dishonest procedure until he or she has made a thorough investigation of the matter,

found proof of the violation and, if possible, conferred with the student(s) in question.

- c. Any violation of the BGSU Academic Honesty Policy will be documented as a flag in Navigate and the Director of Student Affairs will immediately bring the concern to the Academic Standards and Progression Committee for review.
 - i. The Director of Student Affairs will inform the student(s) of the notification from an instructor of an academic dishonesty violation. Official notification will be sent to the student in writing and placed in the student's record. Counseling will be provided as needed.
 - ii. The Academic Standards and Progression Committee will communicate any violations to the Graduate College for a final determination

4.46 Student Feedback

Input and feedback from students in the learning process are critical to support ongoing improvement in the curriculum and instructional methods. BGSU is committed to providing quality student experiences and outcomes. In support of this, the DPT Program believes that student participation in the evaluation process is not only valuable, but critical. Students will be asked to evaluate each course in the curriculum after the completion of the course. When guest faculty or lecturers are utilized, the student may be asked to complete an immediate post-presentation survey. Students will also have mechanisms of feedback through student representatives who are invited to attend regularly scheduled faculty meetings. Students will provide a cumulative summary of their experiences at the end of the curriculum and will also be asked as alumni to reflect upon their experiences while at BGSU.

4.47 STUDENT ATTENDANCE

Attendance is essential for maintaining the best learning environment. Learning occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, instructor to student, and student to instructor. The BGSU DPT program requires that each student is self-motivated and self-disciplined. The nature of an accelerated hybrid educational program permits the student to attend pieces of the curriculum at their convenience, but this does not absolve the student of the responsibility to meet established deadlines or attend other pieces of the curriculum that may be held synchronously. It is the student's responsibility to actively participate in each course regardless of the delivery method. The student is expected to participate by being prepared, asking questions, answering questions, and participating in designed learning activities. Learning and

assessment activities will focus on contemporary issues as related to the established course topic.

4.47.1 EXCUSED ABSENCES

Excused time off from the course is defined as due to illness, immediate family/personal emergency, unsafe travel conditions, military obligation, or officially sanctioned activity with appropriate documentation (e.g. physician's note, supporting paperwork). The student is responsible to actively participate in the established course and laboratory schedule, assignments, and exams as described in the course syllabus. Students failing to meet these expectations may be referred for disciplinary action which may include denying the student the privilege of re-enrollment. The instructor will work with the student to make up missed graded events for excused absences. Assignments and work that is otherwise not submitted by the student for grading will receive zero credit in the gradebook.

4.47.2 ONLINE COURSES

While some learning activities occur asynchronously during online courses, this should not be construed as being self-paced or self-study. Many of these activities have completion dates and/or times that must be adhered to. These dates help students stay on schedule and allow time for student interaction and collaboration during learning activities. As a result, active participation and effective time management are critical behaviors for the online student.

All courses will utilize synchronous learning activities such as live webinars and online chat sessions. These activities are considered required, clocked class time for which student participation is mandatory and expected. Faculty will use the course syllabus to clearly identify the dates and times for all live online sessions. Refer to the individual course syllabus for all course requirements and expectations.

If an absence is anticipated, it is the student's responsibility to notify the instructor, in person, by phone, or email, prior to the scheduled class or activity. Students should consider webinar login time and potential Internet issues/availability when logging into synchronous learning activities to ensure full student participation. It is also the student's responsibility to maintain an operable computer and reliable high-speed Internet service at all times. Redundancy with one or more portable devices is highly recommended and encouraged.

4.47.3 ONSITE LAB IMMERSIONS

Onsite lab immersion sessions are strategically scheduled within each academic semester. Student participation is mandatory for each onsite lab immersion. In addition to providing critical face-to-face learning activities for hands-on skill development, these sessions provide opportunities for academic and professional counseling with your academic advisor or other faculty, student services with administrative personnel, and social interactions with other students.

On-site lab immersion dates are scheduled well in advance. These dates are available on the program's academic calendar and provided to all incoming students during

orientation. Due to their importance and compressed nature, absences from lab immersion sessions are generally not permitted. It is the student's responsibility to block these dates and schedule significant life events (marriage, reunions, etc.) accordingly. Additionally, students should make travel arrangements that ensure participation during all scheduled class times.

Students are responsible for all information presented in each class, whether present or not. It is the student's responsibility to obtain information missed. Individual instructors will determine whether make-up work is required or allowed. Refer to the individual course syllabus for specific information on making up points or time missed.

If a student misses, or plans to miss, a significant portion of a course (approx. 10%), the individual instructor may refer the matter to the Director of Student Affairs and the Oversight Committee to recommend decisions on student status and ability to progress. The individual instructor reserves the right to require a student to repeat the course.

4.47.4 CLINICAL EDUCATION EXPERIENCES

Expectations for academic participation in Clinical Education Experiences are detailed in the Clinical Education Handbook.

4.48 TECHNOLOGY AND INFORMATION SECURITY

4.48.1 USE OF INNOVATIVE TECHNOLOGY

1. The DPT Program encourages faculty and students to develop, integrate, and/or use innovative technology ([approved for use by the University](#)) in ways that improve course delivery, active learning, and student outcomes.
2. In all circumstances, faculty must insure protection of student data in accordance with FERPA, HIPAA, and BGSU policies. All personal computers and electronic devices must be password protected and maintained in secure environments. Students also have a responsibility to maintain information security.
3. Students are responsible for all uses of their computer accounts. Security passwords should be protected information, changed periodically to improve security, and not shared with other individuals.

4.48.2 INFORMATION SECURITY MEASURES

1. All active members of the BGSU community are provided with a BGSU account which allows access to the MyBGSU Portal, BGSU email, Canvas, OneDrive file storage, and many other services. It serves as the primary account for everyone at BGSU.
2. The security of BGSU accounts is maintained by BGSU Information Security. The mission of [BGSU Information Security](#) is to protect the confidentiality, integrity and availability of information technology at Bowling Green State University.

3. Maintaining these resources is vital to the educational, research and operational missions of the University. Supporting these missions is the responsibility of all members of the BGSU community.
4. Information security measures provided by BGSU include the BGSU Virtual Private Network (VPN), which allows faculty and staff to securely connect to the BGSU network while off campus in order to access certain BGSU resources. Additionally, Two Factor Authentication (Duo) is required to access secure university data and personal data stored in MyBGSU and BGSU email.

4.48.3 EDUCATIONAL SECURITY MEASURES

1. As a hybrid program, a significant portion of the curriculum is delivered in a credit bearing distance-learning format. As such, the program must comply with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning. The program must verify that the student registered for a course is the same student who participates in and completes the course requirements and receives academic credit.
2. The program uses the following standardized systems to ensure test security and integrity, determine student identity and ensure student privacy and course quality:
3. CANVAS - BGSU uses the learning management system Canvas to support the delivery of hybrid and online learning courses and programs. Students are provided an orientation to Canvas during program orientation. Students will use an individual secure login and password when accessing courses and completing coursework in the Canvas Learning Management System. Students have access to their own grades in Canvas but are not able to see grades of other students. Faculty access to student grades and records in Canvas is restricted to appropriate faculty and staff for each individual course.
4. RESPONDUS - A web-based online proctoring service for students to take exams from anywhere at any time using a webcam and a high-speed Internet connection. The platform prevents a student taking an online assessment from accessing any outside websites of information from a PC during the assessment and uses advanced machine learning and facial recognition technology to deliver accurate, reliable exam proctoring that outperforms human proctors. Respondus ensures a higher level of learning integrity by removing bias and human error.
5. TURNITIN ORIGINALITY CHECK - This program is fully integrated into Canvas and checks students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database. Turnitin shows how much of the student's submission matches content from Turnitin's databases so instructors can quickly understand how much content is unoriginal.
6. Additionally, faculty will use pedagogical practices to verify student identity. Faculty will be alert for sudden changes in academic performance, writing styles,

or odd online behaviors exhibited by the student.

4.48.4 Technology Education, Resources and Support

1. [Information Technology Services \(ITS\)](#) offers a variety of [faculty support](#) including:
2. Free/discounted software and support including, but not limited to, Qualtrics, Zoom, OneDrive, Office 365, Turnitin, Webex, Top Hat, MatLab, SAS, and R.
3. [Classroom technology](#) online training in three different learning styles: text driven, video driven, and practice driven

4.48.5 Technology-focused training

1. Support with phone and voicemail and any computer troubleshooting needs
2. Faculty can contact ITS via phone at 419-372-0999 or through [ITS Chat](#) online.
3. Faculty members in need of special accommodations as it relates to IT (magnification, software for text to speech, ergonomic key boards, stand up desks, wrist rests) should contact Accessibility Services at 419-372-8495 or Peggy Dennis at fayed@bgsu.edu.

4.49 PROFESSIONAL CONDUCT

In addition to academic requirements for progression, students must display appropriate professional conduct during all academic courses, clinical education experiences, and while enrolled as a student at BGSU. These are requisite behaviors for any student or licensed physical therapist and necessary for successful clinical practice.

The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the professional DPT program regularly occurs through:

- Explicit instruction on professionalism during PHYT 7501 Professional Competencies I and PHYT 7502 Professional Competencies II.
- Intentional self-assessment, reflection, and discussion PHYT 7501 Professional Competencies I, PHYT 7502 Professional Competencies II, and PHYT 7503 Mindful Patient Management.
- Monitoring of professional behaviors and feedback on a regular basis through meetings between the student and faculty coach based on feedback from clinical instructors, program faculty, and ongoing student self-assessment.
- Assessment of students in the program by clinicians during the required clinical experiences using the Professional Practice section of the Clinical Internship Evaluation Tool (CIET).

4.49.1 PROFESSIONAL CONDUCT CONCERNS

In the instance that a student displays conduct that is considered unprofessional, including behaviors during skills checks and/or practical exams, faculty or staff should raise a professional feedback flag in Navigate. The faculty or staff creating the alert should document the incident with as much detail as necessary to help in the professional development of the student. A flag immediately alerts the student, academic coach, and Director of Student Affairs. The student will then contact the academic coach to set up an academic coaching session to work through the professional conduct concern on an individualized basis, which may include appropriate interventions or referrals after the first occurrence. The Director of Student Affairs is available to assist as needed. If a student receives more than two flags for professional conduct concerns throughout the program, the Director of Student Affairs will make appropriate referrals, which may include convening the Academic Standards and Progression Committee.

4.49.2 PROFESSIONAL CONDUCT VIOLATIONS

Students are expected to conduct themselves in a professional manner during all components of the DPT curriculum. Student conduct must conform to the principles outlined in the APTA Guide for Professional Conduct, the APTA Code of Ethics, the BGSU Academic Honesty Statement, the BGSU Code of Student Conduct, and any legal guidelines and/or statutes. The policies and procedures of the Program and any clinical facility involved in clinical education must be adhered to. See the Clinical Education Handbook for further information. Any egregious violations of the APTA Guide for Professional Conduct, the APTA Code of Ethics, the BGSU Academic Honesty Statement, or the BGSU Code of Student Conduct will be documented as a flag in Navigate, and the Director of Student Affairs will immediately bring the concern to the Academic Standards and Progression Committee for review.

4.49.3 OUTCOMES

The Academic Standards and Progression Committee will communicate any violations of the professional expectations of the DPT Program to the Graduate College for final determination and notification of probation.

The Graduate College may dismiss a student if the student fails to achieve the expectations for progression including a violation of professional conduct.

SECTION 5: FACULTY GOVERNANCE

5.1 LEADERSHIP ROLES AND RESPONSIBILITIES

Core Faculty members are encouraged to develop leadership skills and will be appointed to leadership positions and program committees within the DPT Program. In addition to teaching responsibilities, some faculty members also hold administrative positions within the DPT Program including the following positions.

5.1.1 Program Director

Overall responsibility for program leadership, to include A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, C) Monitors, maintains and reports to committee accreditation and governing compliance issues, D) Collects, organizes and reports program assessment data used by program to appropriate stakeholders, E) Develops and implements consistent timelines for assessment and outcomes data collection from relevant stakeholders including but not limited to performance evaluations, F) Disseminates outcomes data to appropriate committees for further analysis of implications to curriculum, policy, and overall program, G) Maintains the program assessment plan, establishing benchmarks and processes for action when benchmarks are not achieved, H) Forwards relevant issues to Committee of the Whole, I) Overall responsibility for program leadership and compliance, to include developing the vision, strategic planning, and fiscal / human resource management, and J) Facilitates communication between program and university. Serves as Chair of the Oversight Committee and the Public Advisory Committee.

5.1.2 Director of Admissions

A) Responsible for student recruitment, admissions processes, prerequisites, criteria, initial program enrollment, and assessment of admission processes for the program, and B) Serves as standing chair of Admissions Committee (see committee description for additional duties).

5.1.3 Director of Clinical Education

A) Responsible for the planning, coordinating, facilitating, administering, monitoring, and assessing of program activities related to clinical education and clinical faculty, B) Ensures the clinical education curriculum is supported and integrated into the curriculum plan, C) Serves as a liaison between the physical therapy program and clinical education sites overseeing the student performance, advisement, and progression during clinical education experiences, and D) Serves as a standing member of Curriculum Committee and Academic Standards and Progression Committee.

5.1.4 Director of Curriculum

A) Responsible for program curriculum planning, implementation, and assessment processes, and B) Serves as standing chair for Curriculum Committee (see

committee description for additional duties).

5.1.5 Director of Research & Faculty Development

A) Responsible for the management, oversight and assessment of scholarly activities within the program, to include grant activity, research proposals and IRB reviews, resourcing and/or funding scholarship, and dissemination, B) Organizes faculty development strategies ensuring that activities support the mission, goals, and outcomes of the program / university and provides input in the annual review of individual faculty, C) Ensures mentorship to new/junior faculty members, D) Serves as liaison to the university Institutional Review Board and other relevant research bodies on campus, and E) Serves as a standing member of Curriculum Committee.

5.1.6 Director of Student Affairs

A) Responsible for student affairs functions to include orientation, progression, retention, and advisement, B) Serves as standing chair of Academic Standards and Progression Committee (see committee description for additional duties) and is a standing member of Admissions Committee.

5.1.7 Director of Diversity & Belonging

A) Responsible for enhancing the diversity of the DPT student body, faculty and staff, B) Promotes a welcoming and diverse community, C) Fosters cultural competence through development activities, D) Serves as a liaison between the physical therapy program and the BGSU Division of Diversity and Belonging, and E) Serves as a standing member of Admissions Committee and Academic Standards and Progression Committee.

5.1.8 Director of Operations

A) Non-core administrative position that is responsible for planning, managing, and directing the business of the School of Physical Therapy, B) Plans, manages, and directs resources for onsite lab immersion sessions, C) Gathers, analyzes and presents operational data for the School of Physical Therapy, and D) Serves as a standing member of Academic Standards and Progression Committee.

5.2 DPT PROGRAM COMMITTEES

5.2.1 Standing: Committee of the Whole (DPT Core Faculty)

Charge: The Committee of the Whole is the primary decision-making body of the Doctor of Physical Therapy Program. The committee deals with all academic issues, resource allocation issues, and any other issues that require a decision by the core faculty or recommendation by another DPT committee that requires a full core faculty vote. This committee is also charged with the formal determination of student readiness for participating in clinical education.

Composition: The committee is comprised of all members of the core faculty as is a required element associated with core standing. Associated and clinical faculty are welcomed to attend meetings as non-voting members, but not required. Student representatives from all classes are invited to attend selected meetings to provide the student perspective on issues and to convey information; however, are non-voting members, and are excused prior to any confidential or sensitive discussion.

Chair: The Program Director serves as chair or assigns a designee in absence.

Meeting Parameters: Meetings are held monthly or more frequently if urgent or special considerations are present. Minutes are kept of these meetings the Program Director or designee and are disseminated to faculty members and other relevant stakeholders.

Specific Actions:

Program Director: A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, and C) Excuses student representatives from the meeting prior to the discussion of confidential matters.

Core Faculty: A) Discuss pertinent matters from established agenda, B) Obtain additional information as directed for subsequent meetings or ad hoc committees if indicated, C) Vote on appropriate action items, D) Make recommendations for future agenda items, and E) In cases of extreme circumstances, consider exceptions to established program policies.

Student Representative: A) Conveys information to and from students that are of interest to or requires action by the faculty, and B) Discusses the student perspective on various issues brought before the faculty.

5.2.2 Standing: Oversight Committee (Directors)

Charge: This committee is responsible for program oversight including strategic planning, accreditation, and assessment.

Composition: The committee is comprised of the Program Director, Director of Operations, Director of Student Affairs, Director of Research and Faculty Development, Director of Curriculum, Director of Clinical Education, Director of Diversity and Belonging, and Director of Admissions. Membership is a required element associated with director standing.

Chair: The Program Director serves as chair or assigns a designee in absence.

Meeting Parameters: Meetings are held weekly or more frequently if urgent or special considerations are present. Minutes are kept of meetings Program Director or designee and are disseminated to faculty members and other relevant stakeholders.

Specific Actions:

Committee Members: A) Discuss pertinent matters from established agenda, B) Obtain additional information as directed for subsequent meetings or ad hoc committees if indicated, C) Vote on appropriate action items, D) Make recommendations for future agenda items, E) Complete assigned accreditation

elements (e.g. self-study), F) Assist with development of benchmarks for outcomes assessment and processes for action when benchmarks are not achieved, G) Assist in the collection, analysis, and dissemination of outcomes data, H) Assist in maintenance and execution of the program assessment plan, and I) Make recommendations to Committee of the Whole.

Special Meetings: For specific ongoing considerations, this committee will meet at least annually for strategic planning related issues, at least annually for overall curriculum review, and on an as needed basis for accreditation issues. A retreat format may be utilized to conduct these special meetings, and non-committee members with specific expertise may be invited to support the process. An *Annual Strategic Planning Meeting* is conducted each Winter/Spring semester. This meeting focuses on program assessment in achieving stated goals and outcomes; development or revision of mission, vision, and objectives as appropriate; and the establishment of short-term (1-2 years) and long-term (3-5 years) goals and objectives. This meeting also contributes to annual program budgeting processes. An *Annual Curriculum Review* is conducted in the Summer/Fall semester. This review meeting will involve evaluation of collected data and feedback from various stakeholders; critical assessment related to effectiveness of meeting goals, outcomes, and professional practice expectations; identification of curriculum strengths and weaknesses; and development of strategies for curriculum improvement.

5.2.3 Standing: Public Advisory Committee (PAC)

Charge: This committee serves as a non-paid, non-employed advisory capacity to the program providing consultative elements regarding the contemporary practice of physical therapy in a focus group-like manner.

Composition: Community representatives including employers, clinicians, alumni, consumers of physical therapy services, and other identified stakeholders are welcomed to serve on the committee. Due to the non-paid, non-employed status, it is expected that the composition of this committee may change frequently. There is no limit to the duration in which a committee member may serve.

Chair: The Program Director serves as chair or assigns a designee in absence.

Meeting Parameters: Meetings are held at least annually or more frequently on an as needed basis. Minutes are kept of these meetings the Program Director or designee and are disseminated to Oversight Committee and other relevant stakeholders.

Specific Actions:

Program Director: A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, and C) Reports committee findings to Oversight Committee and other stakeholders as needed.

Committee Members: A) Discuss pertinent matters from established agenda, B) Obtain additional information as directed for subsequent meetings, and C) Make recommendations for future agenda items.

5.2.4 Standing: Admissions Committee (AC)

Charge: The Admissions Committee is responsible for matters concerning student admission to the DPT program, including recruitment, prerequisites, admissions process, selection criteria, and initial matriculation ensuring a transparent admissions process that promotes a diverse community.

Composition: The committee is comprised of the Director of Admissions, Admissions Coordinator, Director of Student Affairs, Director of Diversity and Belonging, at least two core faculty members, and Program Director (ex-officio).

Chair: The Director of Admissions serves as the chair or assigns a designee in absence.

Meeting Parameters: The Admissions Committee will conduct meetings as necessary to discuss elements related to admission criteria, admission processes, and admission/enrollment assessment. Minutes are kept of these meetings by the Director of Admissions or designee and are disseminated to Oversight Committee and other relevant stakeholders. Admissions Committee activities are a standing agenda item for Oversight Committee and Committee of the Whole meetings.

Specific Actions:

Director of Admissions: A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, C) Reports committee findings to Oversight Committee, Committee of the Whole, and other stakeholders as needed, D) Directs day-to-day operations regarding student recruitment and admissions processes, E) Serves as program liaison with the university admission units, F) Serves as the primary program faculty contact for student inquiries requiring program information, G) Plans and oversees program recruitment efforts, H) Assures nondiscrimination during the admissions process for prospective students, I) Educates faculty regarding the admissions process, including specific emphasis on faculty roles during applicant screening, interviewing, and selection, J) Directs staff support personnel who assist with assembling and disseminating admissions information, receiving applications, entering data, and preparing files for faculty review, K) Leads assessment of the admissions criteria/process and makes recommendations to the admission committee regarding changes, L) Coordinates with Curriculum Committee regarding admission prerequisite standards as related to the overall curriculum plan, M) Assists Director of Student Affairs with orientation of incoming cohort, and N) Coordinates updates of program student recruitment and admissions materials.

The Director of Diversity and Belonging: A) Serves as program liaison with the BGSU Division of Diversity and Belonging, B) Provides oversight for recruitment efforts of underrepresented populations in healthcare professions to enhance diversity of the student body, C) Ensures alignment of application review criteria and program's diversity and belonging goals, D) Assist Chair in reviewing the admissions process (PTCAS applications) and criteria based on feedback and student outcomes, E) Assures nondiscrimination and equal opportunity during the admissions process for all prospective students, F) Makes recommendations to

faculty regarding admissions issues.

Admissions Coordinator: A) Answers questions about the admissions process from potential and current applicants, B) Assures nondiscrimination during the admissions process for prospective students, C) Screens all application materials from candidates, D) Notifies candidates of materials that are incomplete or unsatisfactory, E) Communicates on an ongoing basis with the Director of Admissions regarding candidates' status and sends queries that need clarification, F) Assists in coordinating online informational webinar sessions, G) Communicates with the Director of Admissions regarding the admissions operation and candidate status, H) Provides organized admissions data reports to committee members in a regularly scheduled sequence, or as specifically requested, I) Maintains admission portals as directed by the Director of Admissions, J) Enters scoring and admission comments into appropriate databases.

Committee Members: A) Assist the chair in assessing the admissions criteria/process, B) Make recommendations regarding admissions issues, and C) Provide support during admissions process.

Faculty: A) Participate in student selection as assigned, and B) Provide feedback to committee on admission efficacy.

Program Director: A) Serves as ex-officio on committee, B) Assigns core faculty members to committee in consultation with chair, and C) Assures nondiscrimination and equal opportunity during the admissions process for prospective students.

5.2.5 *Standing: Curriculum Committee (CC)*

Charge: The Curriculum Committee is the primary coordinating body for issues involving the DPT curriculum plan. Responsibilities include assisting faculty members in becoming knowledgeable about the overall curriculum, guiding faculty on how each course contributes to overall curricular design; responding to university policies, collected outcomes data/feedback, and accreditation standards.

Composition: The committee is comprised of Director of Curriculum, Director of Clinical Education, Director of Research and Faculty Development, at least two core faculty members, and Program Director (ex-officio). Associated faculty may be utilized as members when needs present for specialized curricular content issues.

Chair: The Director of Curriculum serves as the chair or assigns a designee in absence.

Meeting Parameters: The Curriculum Committee will conduct meetings at least once per semester (Fall, Spring, Summer) related to curricular implementation, modification and assessment. This committee will take the lead in planning and implementing the *Annual Curriculum Review* by the Oversight Committee. Minutes are kept of these meetings by the Director of Curriculum or designee and are disseminated to Oversight Committee and other relevant stakeholders. Curriculum Committee activities are a standing agenda item for Oversight

Committee and Committee of the Whole meetings.

Specific Actions:

Director of Curriculum: A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, C) Reports committee findings to Oversight Committee, Committee of the Whole, and other stakeholders as needed, D) Coordinates activities of the committee, E) Completes required elements for university approval of DPT curriculum changes, F) Mentors faculty in the development of syllabi, G) Reviews and approves course syllabi to ensure compliance with overall curriculum outcomes, H) Ensures curriculum assessment is an ongoing process, culminating in the *Annual Curriculum Review*, I) Educates faculty and other stakeholders regarding the curriculum plan including appropriate attribute integration, J) Ensures proper sequencing of courses within the curriculum, K) Coordinates course scheduling to optimize the learning sequence, L) Coordinates with Admission Committee regarding admission prerequisite standards as related to the overall curriculum plan, M) Coordinates with Director of Student Affairs on potential programmatic change impact on the curricular plan and for assessment elements to be included in the *Annual Curriculum Review*, and N) Coordinates agenda formation for *the Annual Curriculum Review*.

Committee Members: A) Assist the chair in assessing the curriculum, B) Make recommendations regarding curricular issues, C) Assist chair in planning for the *Annual Curriculum Review*.

Faculty: A) Compile syllabi in consultation with Director of Curriculum to ensure proper course integration into the overall curricular plan, B) Participate in curricular assessment as assigned, and C) Provide feedback to committee on curricular efficacy.

Program Director: A) Serves as ex-officio on committee, B) Assigns core faculty members to committee in consultation with chair, and C) Facilitates long range planning based on the University Strategic Plan, trends in academia and the PT profession as is related to curricular development, modification and assessment.

5.2.6 Standing: Academic Standards and Progression Committee (ASPC)

Charge: The Academic Standards and Progression Committee is responsible for student affairs and services internal to the program. This committee oversees student advisement, academic progression, coaching, matriculation, retention, professionalism, honors, awards, recognitions, and provides consultation/recommendations to the Program Director and faculty members for informed decision-making. This committee assists Committee of the Whole in the determination of student readiness for participating in clinical education. This committee is also responsible for maintaining program-related policies and procedures.

Composition: The committee is comprised of Director of Student Affairs, Director of Clinical Education, Director of Diversity and Belonging, Director of Operations,

at least two core faculty members, and Program Director (ex-officio).

Chair: The Director of Student Affairs serves as the chair or assigns a designee in absence.

Meeting Parameters: The Academic Standards and Progress Committee will conduct meetings at least monthly and more frequently if needed. Minutes are kept of these meetings by the Director of Student Affairs or designee and are disseminated to Oversight Committee and other relevant stakeholders. This committee will provide assessment data related to mission, goals and outcomes for the *Annual Strategic Planning Meeting*. Academic Standards and Progress Committee activities are a standing agenda item for Oversight Committee and Committee of the Whole meetings.

Specific Actions:

Director of Student Affairs: A) Assures agenda is set and circulated before the meetings, B) Chairs meetings or designates an alternate, C) Reports committee findings to Oversight Committee, Committee of the Whole, and other stakeholders as needed, D) Coordinates activities of the committee, E) Serves as a liaison between the physical therapy program and primary BGSU student service units, F) Coordinates student advisement, counseling, and coaching to include assignment and oversight of faculty advisors, G) Communicates with the university registrar as needed for audits of academic records, H) Coordinates and conducts student orientation and graduation functions, I) Oversees student affairs, to include grade reporting, progression and retention, professional conduct, self- and peer-evaluations, and the election of class officers, J) Directs staff support personnel who assist with student affairs and records administration, K) Coordinates the ongoing assessment and modification of program policies and procedures including program mission, goals, outcomes, and objectives; student, faculty, and program policies and procedures, L) Coordinates with Director of Curriculum on recommended programmatic changes that may impact the curricular plan and assessment elements to be included in the *Annual Curriculum Review*, M) Appoint members to ad hoc review and appeals committee as needed, N) Serve as chair of any created review and appeals committee as needed, O) Serves as class advisor and works to integrate students into the university culture, and P) Primary point of contact for student issues related to academic, professional, and personal life.

Committee Members: A) Assist the chair in assessing program policy and procedures, B) Make recommendations regarding policy issues including non-compliance, C) Provide oversight of program policies to ensure compliance, D) Assist chair in compilation of elements for the *Annual Strategic Planning Meeting*.

Faculty: A) Provide feedback to chair on student related issues that need to be managed by the committee, and B) Consistently implement established program policy.

Program Director: A) Serves as ex-officio on committee, and B) Assigns core faculty members to committee in consultation with chair.

Academic/Professional Difficulty and Matriculation: An important role of the

committee is to identify students in academic or professional difficulty and appropriately intervene while filtering information to the core faculty to make informed decisions about clinical education readiness. This committee has the authority and power to take appropriate disciplinary action or remediation regarding matriculation issues that are academic or professional behavior in nature.

5.2.7 Ad Hoc Committees (Including Review and Appeal)

By nature of an ad hoc committee is formed for a specific purpose. Such committees within this program may be organized by any director with the charge being reported to Committee of the Whole. Once the specific purpose of the ad hoc committee is completed, the committee is considered disbanded. Membership will comprise appropriate individuals with given expertise to address the given purpose.

A unique ad hoc committee will be the Review and Appeal committee which can be called and is chaired by the Director of Student Affairs to hear issues on the part of the student regarding actions related to academic standing and progression. Most commonly, this committee hears on actions taken by the Academic Standards and Progression Committee related to academic or professional behavior decisions but may hear other grievances at the request of the Program Director.

For an appeal or review to be heard, the student should direct the request to the Program Director who will then request that the Director of Student Affairs form a Review and Appeal ad hoc committee serving as chair. The chair will appoint 2 – 4 committee members. Any potential committee members should recuse themselves if they have direct involvement in the adverse action reporting on the part of the student to preserve the impartiality of the process. The committee submits a recommendation to the Program Director regarding the review and appeal. The Program Director can support or reject the committee recommendation.

SECTION 6: PROGRAM ASSESSMENT AND STRATEGIC PLANNING

6.1 PROGRAM ASSESSMENT

In alignment with the mission of Bowling Green State University, the program works to transform lives by fostering the utmost levels of **competence** as our graduates serve their patients and the community. Faculty strive to build a curriculum that leads in **innovation** improving how students learn and how professionals are trained. Through effective and efficient clinical reasoning, students learn the **application** of skilled, evidenced-based physical therapy interventions. The program seeks to promote and integrate the best of contemporary **research** for the betterment of students, patients, and the public good. The conventions of **inclusion** are woven into the fabric of the program cultivating graduates that desire to improve the human condition. Through **collaboration** the program contributes to the betterment of healthcare both in Ohio and across the nation.

In support of the mission and the Office of Academic Assessment, the School of Physical Therapy maintains an assessment program in the areas of curricular assessment and program review. The plan centers on communication and collaboration between the program (Program Director, Oversight Committee, Committee of the Whole), the President, the Provost, the Deans, the Student Achievement Assessment Committee, and the Public Advisory Committee to solicit feedback for suggestions, improvements, and modifications. The DPT program collects information from a variety of stakeholders including faculty, students, graduates, clinical instructors, employers, the institution, and advisory committee members, which contributes to the continuous quality improvement of the program. The Oversight Committee is responsible for strategic planning, accreditation issues, and assessment sharing analysis with the DPT Committee of the Whole. Established metric targets and thresholds determine if there is a trigger for change or further analysis. If action is required, plans for change will be determined. After implementation of plans, ongoing review with identified stakeholders will determine effectiveness and whether changes will be institutionalized, revised, or discarded as part of “closing the loop” in the process of program improvement. Findings are shared at least annually with the Student Achievement Assessment Committee as well as the President, Provost, Deans, Public Advisory Committee, and other relevant stakeholders as deemed necessary. For data collection and analysis purposes the annual cycle will follow the BGSU fiscal year starting July 1 and ending June 30 of each year.

6.1.1 Program Learning Outcomes (PLO)

Upon successful completion of the BGSU DPT program, the student/graduate will be able to:

PLO1 - Initiate professional physical therapy practice on a diverse patient/client population throughout the lifespan including all federal, state, and institutional regulations related to patient/client management and fiscal responsibility.

PLO2 - Integrate the best contemporary evidence for physical therapy practice

given increased clinical expertise and patient/client values, needs, and preferences.

PLO3 - Make appropriate clinical judgments through efficient and effective reasoning, reflection and mindfulness.

PLO4 - Organize efforts to promote and improve healthcare delivery through professional service and advocacy.

PLO5 - Generate effective communication with all stakeholders in the healthcare environment fostering teamwork, collaboration, health and wellness.

PLO6 - Formulate strategies for life-long learning coupled with professional and personal growth.

6.1.2 The Assessment Plan

The BGSU Program and Curriculum Assessment Plan is a comprehensive plan to assess all aspects of the DPT Program. Data is collected by assigned individuals and/or committees and is forwarded to the Oversight Committee for interpretation and analysis. Thresholds for action are established and should these standards not be met for a given cycle, the committee will establish an action plan complete with responsible parties and timelines for action.

General categories for assessment include:

- 1) Program Mission, Goals, and Outcomes
- 2) Admission Process, Criteria, and Prerequisites
- 3) Program Enrollment
- 4) Collective Core, Associated, and Clinical Faculty
- 5) Program Resources
- 6) Program Policies and Procedures
- 7) Curriculum Plan (including Didactic and Clinical Education)

6.1.3 Program Assessment Activities

Data will be collected from a variety of sources and stakeholders. The general concept is to collect enough data from differing perspectives to determine appropriate strengths and weakness of both the program and curriculum seeking avenues to improve the processes and outcomes. This credibility process is referred to as triangulation of data. Examples of assessment activities include, but are not limited to the following:

- 1) Peer reviewed publications
- 2) Professional organization position statements
- 3) Survey tools (students, alumni, community members)
- 4) Course metrics on specific assignments or overall course
- 5) Course metrics from clinical education
- 6) FSBPT reports

- 7) Faculty annual performance reviews
- 8) Cohort admission metrics
- 9) Cohort matriculation metrics
- 10) Aggregate program data (CAPTE)
- 11) Course syllabi
- 12) Clinical site information
- 13) Post-course faculty summaries
- 14) Focus group data
- 15) Public advisory committee input

6.2 STRATEGIC PLANNING

Strategic planning is the formal process of defining organizational strategy, direction, and decision making. Inherent in the concept is allocating resources to pursue the defined strategy as well as continually scanning or surveilling the environment. Strategic planning at the University level is the responsibility of the President and associated Cabinet level members, however, at the unit level within the School of Physical Therapy, this process is led by the Program Director. The Program Director chairs the Oversight Committee comprised of assigned directors of admissions, clinical education, curriculum, research / faculty development, student affairs, operations, and diversity / belonging nesting within the focus of strategic planning, accreditation management, and program assessment. The Program Director is asked to provide vision, facilitate communication, manage change, supervise resources, and promote accomplishments. It is expected that the School level strategic planning process will be integrated into the budgeting and planning processes for the College level and University level. Vision, goals, and objectives will be established both in short-term planning (1 – 2 years) and long-term planning (3 – 5 years) as part of the feedback loop created from the annual program and curriculum assessment process. The Director of Student Affairs will serve as a catalyst in collecting data related to program assessment of mission, goals and outcomes helping to develop action items for consideration at the annual strategic planning retreat.

The Strategic Plan will typically include the following elements:

1. BGSU Mission Statement
2. DPT Program Vision Statement, Mission Statement, Goals, and Outcomes
3. Evaluation of #2 Elements
4. Strengths and Opportunities
5. Weaknesses and Threats
6. Budgeting Projections (both short- and long-term)
7. Human Capital and Needs (both short- and long-term)
8. Summary of Notable Accomplishments and Quality Improvements
9. Analysis of Immediate Past Quality Improvement Initiatives
10. Projections of Immediate Future Quality Improvement Initiatives

Strategic planning contributes to the overall program and institutional effectiveness. Faculty and Staff discussions related to program assessment and planning form the basis for new ideas, the integration of innovative strategies and technologies, and the modification of current processes and priorities to improve program function and outcomes.

SECTION 7: SAFETY AND SECURITY

7.1 SAFETY AND SECURITY

BGSU and the School of Physical Therapy are committed to providing a safe and secure environment for students, staff, and faculty. Mechanisms are in place at the University and Program level to enhance safety, but they are only effective if common sense and due caution are exercised. Such mechanisms include the use of IDs, locks and limited access areas, and proper lighting.

Faculty will provide information regarding safety procedures during new student orientation and in the course objectives, as appropriate, of specific courses. Necessary supplies are available to students to comply with safety standards. Faculty will ensure equipment is operable and has required safety checks.

All students, faculty, and staff will adhere to BGSU's policies regarding safety and security, including HIPAA, FERPA, Universal Precautions, and the use of IDs while on-site. Persons should contact the local police department with any immediate concerns regarding safety or security. The Program Director or BGSU Administration should be notified of any ongoing concerns regarding safety and security.

For more information, visit the BGSU Department of Public Safety webpage:

<https://www.bgsu.edu/public-safety.html>

SECTION 8: RECRUITMENT, ADMISSIONS, APPLICATION PROCESS

9.1 RECRUITMENT

The program website is the primary tool for prospective student recruitment. Requests for Information (RFI) and Express Interest Forms (EIF) are used to capture leads from the BGSU graduate college website page, the BGSU School of Physical Therapy webpage, a BGSU DPT program page, and landing page that will feature paid media advertisements. Lead data is captured and funneled securely using a secure file transfer protocol.

Several program features serve to promote the recruitment of a diverse student population. Student diversity is facilitated by the 2-year curriculum and blended learning model; features that allow recruitment of traditional and non-traditional students from across the country and from varied socioeconomic backgrounds. The admissions process utilizes a holistic review (academics, PT practice awareness, self-awareness, cultural competence, integrity, and resilience) and does not include/require traditional standardized testing (GRE) or use admissions interviews for the selection of applicants.

Recruitment efforts focus on states that have a limited number of physical therapy schools, as well as 4-year institutions with minority serving institution (MSI) targets, Central State University (CSU) and Union Institute and University (UIU) in the Ohio state region. The DPT website includes all required information related to accreditation status, curriculum, state authorizations, admissions requirements, application procedures, estimated program costs, and outcome data and is updated as new information becomes available. A mechanism for filing complaints is also provided on the program website. BGSU institutional catalogs and academic calendars are available for download within the university website linked within our program's landing page. Prospective students are invited to submit an inquiry form on the landing page for general admissions information.

Specific recruitment activities include but are not limited to informational webinars, participation in university fairs, the APTA Health Professions Fair, virtual college fairs; presentations to university clubs including the pre-physical therapy club, undergraduate diversity serving clubs including the African Peoples Association, AKA sorority, Latino, and Asian, Black Student Unions; joint faculty research efforts with BGSU athletics teams; prospective student onsite lab immersion visits, and informational mailings to and meetings with university advisors. Additionally, a variety of social media outlets, such as Facebook, Instagram, Twitter, and LinkedIn are used to promote the BGSU DPT program and recruit prospective students. Prospective students can schedule a campus lab immersion tour throughout the year, and individual appointments with the Director of Admissions will be available upon request. Program leadership contact information is made available on both the website and PTCAS program page.

The program does not have printed recruitment materials beyond those mentioned above.

9.2 ADMISSIONS

The DPT program is designed for qualified individuals who wish to further their academic studies in the field of physical therapy. The program specifically targets traditional and nontraditional students with the demonstrated potential to navigate the academic rigors of an accelerated, hybrid model DPT curriculum. Students accepted into the DPT Program must meet the following criteria as developed by the BGSU School of Physical Therapy (SoPT) core faculty:

1. Completed baccalaureate degree from a regionally accredited institution
2. Minimum cumulative and prerequisite GPAs of 3.00 or greater
3. Three references; one from a licensed PT and one of the applicant's choice
4. Completion of 40 hours of volunteer or work experience
5. TOEFL/IELTS completion may be required
6. Fulfill Technical Standards and Essential Functions outlined on the DPT website
7. Completed criminal background check prior to matriculation
8. Submit 2 unique personal statements/essay responses

The program will not grant advanced placement credit, experiential learning, or transfer credits from another program or institution. All courses within the didactic and clinical curriculum are required.

Special consideration is given to applicants who exceed all required admissions criteria, are BGSU alumni/undergraduates, or who self-identify as disadvantaged. Applicants with a prior graduate degree, work experience relevant to the PT profession, research experience, honors and upper division coursework, experience as a tutor or teaching assistant, study abroad experience, TRIO program or honors thesis participation, and military experience are afforded additional credit towards composite rubric scoring.

There is one route of admission into the BGSU DPT program, and admissions decisions are handled on a rolling basis throughout the cycle.

- Traditional Post Baccalaureate Admissions Route- The traditional admissions route involves a model in which the student completes an undergraduate degree prior to entry into the DPT program. Students can complete their undergraduate degree from BGSU or other accredited institutions and submit application materials for review.

9.3 APPLICATION PROCESS

The BGSU DPT program receives applications for admission exclusively through the BGSU Physical Therapist Common Application System (PTCAS) during the 2021-2022 admissions cycle for the inaugural cohort with an August 2022 cohort start. All applications will be shared to the BGSU Graduate College Admissions Platform/Instance (Slate©). All application

data and supporting materials will be kept confidential and secured within the PTCAS and SLATE secure servers. Application instructions can be found on the Bowling Green State University School of Physical Therapy website and on PTCAS BGSU portal. The BGSU DPT admissions scoring rubric is published on the PTCAS portal for applicant reference. The deadline for submitting completed applications for admission is published on the School of Physical Therapy website and PTCAS portal for each class/cohort. In addition to the online application, applicants will also submit the required supporting materials listed below and complete the PTCAS supplemental application essay questions.

Accepted applicants will be required to apply to the BGSU Graduate College. For the charter cohort, BGSU Graduate College application fees will be waived. Subsequent cohort accepted applicants will pay a \$50 BGSU Graduate College application fee. A \$500. non-refundable seat deposit will be collected (required after January 15th) consistent with ACAPT's Admissions Traffic Rules. A seat deposit waiver/exemption process is planned through the Graduate College for financially disadvantaged applicants. BGSU DPT has proposed that any forfeited seat deposits will be used to fund a planned BGSU Falcon DPT Merit Diversity Scholarship Program.

1. Transcripts: All applicants must have official transcripts sent directly to PTCAS from each college and university attended. Applicants who have not obtained their bachelor's degree at the point of application must submit an official transcript at matriculation showing that a bachelor's degree has been earned. Transcripts for pre-requisite courses taken internationally must be evaluated by WES. The WES evaluation MUST be sent to BGSU directly. A WES evaluation of foreign transcripts is necessary ONLY if the BGSU DPT Program pre-requisite course was taken at a non-US undergraduate institution and/or the credits and/or grades for these courses DO NOT appear on their undergraduate transcript.
2. Observation Hours Logs: The supervising licensed physical therapist will be able to verify hours electronically via a secure link sent by PTCAS.
3. Personal Essays: Submission of a written personal statement answer to two unique questions posed by the BGSU DPT program on PTCAS
4. Letters of Recommendations: Each of three evaluators will be able to submit the letters of reference electronically, via a secure link that will be sent to them directly by PTCAS.
5. Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), if applicable: International students are required to submit official TOEFL or IELTS scores to be considered for admission. For international applicants who earned a degree from an institution whose language of instruction is English, and those who earned a degree from an institution within the United States, the TOEFL/IELTS requirement is waived.

Academic/Cognitive Admissions Criteria

- *Cumulative Overall Grade Point Average (GPA):* will be calculated within PTCAS and includes *all* undergraduate and graduate course credit hours earned prior to application.

- *Last 60/90 semester/quarter Credit Hour GPA*: will be calculated within PTCAS and includes all undergraduate and graduate course credit hours earned in the last 60 semester or 90 quarter hours prior to application.
- *Pre-requisite GPA*: will be calculated within PTCAS and includes the highest grades earned for undergraduate pre-requisite course credit hours taken prior to application.
- *Math/Science GPA*: will be calculated within PTCAS and includes the highest grades earned for the 9/12 undergraduate math and science pre-requisite course credit hours taken prior to application.

Note: If cumulative GPA is less than 3.00 on a 4.00 scale, an applicant may still be eligible for admission if a cumulative GPA of 3.50 or greater has been achieved over the last 60 semester or 90 quarter hour credits of coursework indicating a positive grade trend.

Pass/fail course grading will only be accepted for calendar year 2020 courses up to 8 total credit hours; letter grades are generally preferred.

Prerequisites

- The pre-requisites for Bowling Green State University's DPT program are:
 - General Biology I (lab required) (4 semester hours/6 quarter hours)
 - General Biology II (lab required) (may include an upper-level Biology course, such as Genetics, Microbiology, or Neuroscience) (4 semester hours/6 quarter hours)
 - General Chemistry I (lab required) (4 semester hours/6 quarter hours)
 - General Chemistry II (lab required) (4 semester hours/6 quarter hours)
 - General Physics I (lab required) (4 semester hours/6 quarter hours)
 - General Physics II (lab required) (4 semester hours/6 quarter hours)
 - Introductory Psychology (3 semester hours/4 quarter hours)
 - Abnormal, Developmental, or Lifespan Psychology (3 semester hours/4 quarter hours)
 - Human Anatomy and Physiology I (lab required) (Vertebrate anatomy will also be accepted) (4 semester hours/6 quarter hours)
 - Human Anatomy and Physiology II (lab required) (Anatomy and Physiology sequence may be taken as a series of Human Anatomy and Human Physiology or as part of a 2-course A&P sequence) (4 semester hours/6 quarter hours)
 - Statistics or Research Design (3 semester hours/4 quarter hours)
 - English Composition or Writing (3 semester hours/4 quarter hours)

9.4 APPLICATION REVIEW

The BGSU School of Physical Therapy DPT program approaches application review with a holistic, evidence and equity-based strategy in alignment with the spirit and mission of the BGSU Graduate College and College of Health and Human Services. Minimum requirements for application review and consideration include completed application with official transcripts, two observations and recommendation letters and a minimum of 8 pre-requisite courses completed.

Reviewers consider and weigh multiple cognitive/academic and non-cognitive applicant attributes in the selection process using a structured rubric-based evaluation of all available applicant information. BGSU SoPT Admissions Committee and faculty will review completed applications (e.g., application and all required credentials) in the order of receipt on a rolling basis.

The SoPT Admissions Committee uses an equity-based holistic review process that considers of combination of academic performance, holistic factors (life experiences), personal references, and essays to ensure nondiscrimination and equal opportunity for all applicants. A standardized scoring rubric with operational definitions that reflect our programs mission and values are used by faculty raters to score applications and rank them into scoring Tiers 1-3 for admissions decisions. Rubric points are weighted into the following categories: academic (50%) and holistic (50%).

Applicants are evaluated based on academic rubric variables including cumulative GPA (or cumulative GPA over the last 60/90 semester/credit hours as needed), pre-requisite GPA, math/science GPA. Applicant essay responses and letters of recommendation are scored and weighted within the rubric. Other holistic factors considered and weighted in the admissions rubric include advanced degrees, curiosity/scholarly aptitude experience/evidence, relevant licensed or certified healthcare work experience, military experience, service activities, extracurriculars, and observation hours/work experience in physical therapy. The admissions rubric is published on the PTCAS portal for applicant reference and program selection transparency.

An academic tier is assigned based on cumulative, prerequisite, and math/science GPAs which make up 50% of the total rubric points. Academic Tier 1 represents transformed rubric scores at or above a 3.4 GPA range; academic Tier 2 represents transformed rubric scores between a 3.2 - 3.4 GPA range; academic Tier 3 represents transformed rubric scores between 3.0 - 3.2 GPA. A holistic tier is also assigned based on points awarded for advanced degrees, BGSU student status, and operationally defined curiosity evidence, relevant healthcare work or military experience, and service/extracurricular activities.

Tier 1 or Tier 2 applicants in either (Academic or Holistic) category will be invited to participate in an optional Hybrid Learning Simulation (HLS). Further consideration will be given to Tier 3 candidates based on holistic equity-based review and ranked rubric scoring as needed to yield admissions offers sufficient to matriculate the planned class size. The structured remote asynchronous video-based HLS is provided using a Kira Talent© online platform, integrated through the PTCAS portal. The platform delivers a series of standardized cases to the applicant

with time allotted for reflection and recorded responses to mimic a virtual classroom/educational experience.

The purpose of the Hybrid Learning Simulation (HLS) is to provide applicants with an opportunity to test-drive engaging in a hybrid learning environment like the one used in our program. In addition, applicant participation demonstrates a commitment to the admissions process and hybrid learning model. Video submissions are *not viewed* by the BGSU DPT admissions committee, *not scored, or included in the BGSU admissions rubric* used to make applicant selection decisions. The cases presented, follow-up questions posed, and resources provided give applicants a chance to self-assess fit and readiness for an accelerated graduate professional program. If applicants are admitted to the program, data may be released to academic coaches to tailor support towards student success in the program.

Faculty raters will be trained annually on use of the admissions rubric by the Admissions Committee and participate in practice scoring sessions annually as part of an ongoing review of admission outcome data and rubric reliability appraisal. All Admissions Committee members will complete BGSU Division of Diversity and Belonging Search Committee and Implicit Bias training modules prior to their service in the admissions selection process. Admissions committee faculty reviewers are assigned to evaluate each applicant's essays and references, using standardized a scoring rubric. At least two blinded (to applicant academic tier) faculty reviewers score personal essays and references using standardized rubrics, and an average score is used.

The Admissions Committee and faculty will accept students into the program on a rolling basis based on consideration of a holistic evaluation of their application, supporting documents, and rubric score. Faculty reviewers provide a recommendation to the Admissions Committee to either accept, deny, or waitlist the applicant based on a holistic evaluation of the application and supporting documents. The Director of Admissions reviews the recommendations made by the DPT Admissions Committee to either accept, deny, or waitlist the applicant(s) with the DPT Program Director. Admissions decisions are made on a rolling basis. All applicants will be notified by the BGSU Graduate College via email regarding final selection decisions.

Applicants accepted in the program must maintain minimum standards through the completion of all outstanding pre-requisites and overall GPA course work. Applicants who fail to complete all pre-requisite courses, either through lack of registration or grade work below a C, will not be granted entrance into the program. These applicants will need to re-enter the general pool of applicants for the following year.

9.5 Cohort Size/Strategies to Prevent Over-Enrollment

The BGSU DPT Admissions Committee and faculty ensure the admissions procedures are applied equitably to program applicants and ultimately determine the number of students accepted into the program. Our DPT program expects a gradual increase in applications, and cohort size during the pre-accreditation period. Enrollment projections will be based on a planned class size of no more than 110 students with a target of within fifteen percent of the planned cohort size (i.e. 85%). Once 110 admission offers have been accepted, other applicants meeting BGSU DPT admissions criteria and recommended for acceptance will be added to a waitlist in ranked rubric score order. If/as seats become available, the AC will use the waitlist to offer admission to rank-ordered applicants. Ties in rubric scores will be ranked on the waitlist based on further review of the following criteria (in order as listed): if a BGSU undergraduate/alumni, disadvantaged status, HLS participation, service hours, work experience, and academic performance. The rolling nature of admissions decisions, collection of a non-refundable seat deposit, and use of a ranked waitlist will ensure maintenance of a planned class size and prevent over enrollment.

SECTION 9: BGSU POLICIES*

9.1 EQUAL OPPORTUNITY AND NON-DISCRIMINATION STATEMENTS, HARASSMENT POLICY

9.1.1 *Equal Opportunity Statement*

"Bowling Green State University is an Affirmative Action/Equal Opportunity Educator and Employer. We are committed to fostering a diverse and inclusive environment and strongly encourage applications from women, minorities, veterans, and individuals with disabilities regardless of age, gender identity, genetic information, religion, or sexual orientation."

<https://www.bgsu.edu/marketing-and-communications/bgsu-graphic-standards-manual/equal-opportunity-statement.html>

9.1.2 *Non-Discrimination Statement*

All members of the University have the right to work and learn in a professional atmosphere that promotes equal employment and educational opportunities.

Bowling Green State University is committed to maintaining an employment and educational environment that is free from unlawful discrimination, harassment, and retaliation. The University prohibits discrimination and harassment on the basis of protected class: age (40 years of age or older), ancestry, color, disability, ethnicity, familial status, gender, gender identity and expression, genetic information, HIV/AIDS status, marital status, military status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, protected veteran status, or any other legally protected characteristic (including status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, and status as a foster parent as those terms are defined in Ohio law).

<https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Non-Discrimination.pdf>

9.1.3 *Harassment Policy*

Bowling Green State University (BGSU) prohibits sexual harassment and the crimes of domestic violence, dating violence, sexual assault and stalking (as defined by the Clery Act) and reaffirms its commitment to build a welcoming, safe and diverse environment. Toward that end, BGSU issues this statement of policy to inform the campus community of our programs to address sexual harassment, domestic violence, dating violence, sexual assault and stalking as well as the procedures for institutional disciplinary action in cases of alleged sexual harassment, dating violence, domestic violence, sexual assault, or stalking, when it is reported to a university official.

BGSU is committed to providing an environment where all members of the university community may pursue their employment or studies free from discrimination. All members of the university community have a responsibility to create and maintain an environment free from discrimination and harassment.

BGSU does not discriminate on the basis of sex in any of its education, employment, or service activities. BGSU prohibits sexual harassment, sexual assault, domestic violence, dating violence, stalking, retaliation, and violation of mutual restrictions on contact between the parties (collectively, "Prohibited Conduct.")

BGSU has adopted this policy to express its commitment to: prevent Prohibited Conduct and address its effects should it occur; restore or preserve equal access to the university's education programs and activities; support individuals who report incidents of possible Prohibited Conduct and those affected by it; and provide a fair and impartial process for all parties when an incident is reported.

<https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/3341-2-41-Title-IX-Sexual-Harassment.pdf>

*Unless otherwise specifically stated, the School of Physical Therapy follows all University Policies for graduate programs and the Collective Bargaining Agreement.

<https://www.bgsu.edu/general-counsel/university-policies.html>

<https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html>

Appendices

1.1 Faculty Professional Development Policy

Background

Professional Development includes attending professional meetings, conferences, or workshops to enhance one's knowledge, expertise, and professional advancement. It may also involve presenting research at professional meetings, conferences, or workshops or otherwise furthering one's research agenda or professional advancement. To the extent that funds are available, and in accordance with procedures and criteria established by the School of Physical Therapy (SoPT) and Article 24 of the CBA, all bargaining unit faculty members within the SoPT are eligible to receive funds to support professional development activities, including but not limited to reimbursement for travel expenses. Only bargaining unit members can request funds. Staff and part-time/adjunct faculty are not eligible to receive professional development funds. The SoPT Director is eligible to receive funds at the same level as BUFMs in the SoPT professional development policy.

General Policies

The SoPT operational budget is used to cover the costs of professional development activities. There will be up to \$7,500 available to each bargaining unit faculty member annually towards professional development activities (as outlined in background) pertinent to the faculty members professional development within the SoPT (to the extent funds are available). Travel or conferences required for unit, college, or University requirements (e.g. training for accreditation) shall not come from a BUFM's professional development allocation. The reimbursement amount is subject to change depending on the funds available and the number of requests made in a particular year.

Any unused funds by a faculty member will not be carried forward to next year. BGSU policies do not allow any funds to be used for personal memberships to professional societies, unless these memberships are required for accreditation.

Requests for additional funding will be reviewed by the Director on a case-by-case basis and may be fully or partially awarded contingent upon the availability of funds and the number of requests made in a given year.

Guidelines for Requesting Professional Development Funds

- It is the responsibility of faculty members who wish to request funds to apply to the Director as soon as they are aware of the need.
- The professional development request to the Director should include a statement as to the relevance and benefit of the professional development activity to the faculty member. A copy of the conference abstract should be included with the professional development request. If the faculty member is presenting, the name of the conference or professional meeting, title of the abstract, and names of all authors on the project should be included. If the faculty member is receiving an award, the name of the conference, award, and letter of recipient award shall be provided with the request for funds.

- The request should include a budget which provides an estimate of expenses (See SoPT Expense Report). The amount of funds that are provided cannot exceed the allotted funds
- Any faculty member awarded these funds must utilize them according to the applicable policies and procedures established by BGSU.
- Once the professional development activity is approved by the Director of the SoPT, faculty will submit the abstract and registration information to the Director of Operations for payment.
- All receipts and travel expenses should be submitted within one month of the completion of the activity. Submit receipts to the Director of Operations of the SoPT. Reimbursement will be provided AFTER attendance of the professional development activity (this payment is for options such as gas, parking, food, etc. which cannot be paid in advance with the Director of Operations' Card).
- Faculty are strongly encouraged to seek out other internal and external funding sources.

Procedure for Accounting

The SoPT will keep track of all professional development funding awarded to and spent by BUFMs along with a short description of the purpose of the funding for each BUFM. Records kept pursuant of these accounting systems shall be made available upon request.

Other BGSU resources for obtaining funds:

Speed Grants

Up to \$400 are awarded for expenses that “will benefit teaching and similar professional development at BGSU”. Details can be found at: <http://www.bgsu.edu/provost/academic-operations/faculty-development-committee.html>